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## INTRODUCTION

Dear colleagues, authors and readers of the Scientific Journal of Polonia University (PNAP – *Periodyk Naukowy Akademii Polonijnej*)!

Congratulation on the release of a new PNAP 41 (2020)!

In this issue we are presenting scientific articles, which deal with urgent problems of language, culture and communication, education, as well as Sociology and Political Science, Safety Research, Law, and Public Administration.

Among the collected papers in the sphere of language, culture and communication interrelations are those, which objectives represent researches of the concept of RELIGIOUS TERM and its basic features, corpus-based and corpus-driven research on the psycholinguistic features of “up” and “down” as units of functional transposition in present day English and prose-writer’s poetry: a correlation between D. Lessing’s early poetic work and late period novels.

PNAP also highlights the current problems of modern society, such as public administration for investment development of regions, a modern system of managing land resources of territorial communities in the conditions of decentralization, as well as social policy of modernization and transformation in modern democratic states in relation to Ukraine.

The authors in the sphere of education elicit pedagogical aspects of professional competence, eco-competence, peculiarities of self-education, as well as methodological innovations in the field of teaching and learning. The materials demonstrate an interdisciplinary approach, as education is seen as key to building the sense of global citizenship, a major tool for developing a sense of shared global values that may help spare the next generations obsolete tensions between civilizations.

We thank our authors, who have already sent their scientific articles to PNAP, and those, who will submit their research results for publication to our journal. We would also like to express our particular gratitude to all the members of the Editorial Board, and to those who kindly accepted our proposal to work together and contribute to the creation of PNAP.

**Mirosława Skalik**

## LANGUAGE, CULTURE, COMMUNICATION

CORPUS-BASED AND CORPUS-DRIVEN RESEARCH  
ON THE PSYCHOLINGUISTIC FEATURES OF “UP” AND “DOWN”  
AS UNITS OF FUNCTIONAL TRANSPOSITION IN PRESENT DAY ENGLISH**Yurii Kovbasko**

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**Summary**

The paper gives attention to the role of psycholinguistic features in the process of functional transposition in Present Day English. This process is stipulated by grammatical and syntactic as well as psycholinguistic factors determining whether any transpositional shift is institutionalized in the language or rejected. The research focuses on the case study of “UP” and “DOWN” as these lexical units have undergone transpositional processes and function as prepositions, adverbs, and adverbial particles. In the course of the analysis two main types of factors have been identified, viz: linguistic – *the discourse type, text type, derived text type, text domain, context-governed text domain and type of interaction, level of difficulty*; and extra-linguistic – *age and gender of authors (for written discourse), age, gender and social class of interlocutors, i.e. speakers and respondents (for spoken discourse)*. Two opposite groups *authors (for written discourse)* and *interlocutors (for spoken discourse)* have been distinguished as the former create discourse having time to think through phrases, constructions, etc., whereas the latter do it spontaneously and often under pressure.

**Keywords:** Linguistic and extra-linguistic factors, preposition, adverbial particle.

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**1. Introduction**

The fact that speakers' lexical choice and the process of lexical activation are significantly influenced by various psycholinguistic characteristics has already been discussed and proved (*Francis & Kucera, 1982; Ellis & Beaton, 1993; Towell & Dewaele, 2005; Mätzig et al., 2009; Shabitha & Mekala, 2013; Soloukhina et al., 2016*). Nevertheless, all major research has dealt with either words that belong to the same word categories (*Christian, 1978; Hawkins & Cutler, 1988*) or lexical units representing the notional class of words (*Gentner, 1982*), and it is possible to speak of intended polysemic senses (*Develaar & Besner, 1988; Klein, 2001*). But, it is not the case of lexical units which belong to a functional class only or represent functional and notional classes at the same time, i.e. adverbs-prepositions-particles. To my mind, these relations showcase not polysemy, but the instances of functional transposition (*Kovbasko, 2016*).



Functional transposition is interpreted as a diachronic-synchronic functional process and its outcome, which presupposes the ability of lexical units, by means of grammaticalization and lexicalization, and without application of any morphological and/or syntactical markers, to acquire and realize functions inherent to other word classes and, in this way, remain within its original word category. From this perspective functional transposition is “fully motivated by extra-linguistic factors, above all by cognition” (Heine *et al.*, 1939: 27) and by “the relation between language and the contexts in which it is used” (Hopper & Traugott, 2003: 75). The result of functional transposition is always a synchronic phenomenon institutionalized and conventionalized at a specific stage of language development. According to Gries (2015: 2), these are “repeated experience results in their becoming entrenched as language knowledge in the learner’s mind”. They are an inherent part of various interpersonal communicative and cognitive processes, which are psychologically and linguistically dependent. Therefore, functional transposition is a purely linguistic phenomenon, which enters the scope of psycholinguistics, correlating with productivity of constructions, language change, first/second language acquisition, etc. (Gries, 2012: 49).

The present paper *aims* at analysing linguistic and extra-linguistic characteristics of “UP” and “DOWN”. This choice is conditioned by the grammatical nature of the units, which have developed in the language as a result of functional transposition; moreover, some of their lexical meanings are still being institutionalized in Present Day English. Therefore, the paper *supports the hypothesis* that actualization of functional transposition (finalized by the process of institutionalization) is contingent on various psycholinguistic features of discourse and interlocutors. The research comprises several *practical stages* necessary for a thorough analysis of the psycholinguistic features, which are actualized in the process of functional transposition: a) corpus-based and corpus-driven analyses of linguistic features of the lexical units “UP” and “DOWN”; b) corpus-based and corpus-driven analyses of extra-linguistic features of the lexical units “UP” and “DOWN”. The research is exemplified by these lexical units, as they both represent overlapping classes of prepositions, adverbs, and/or adverbial particles, correlate with each other, and, at the same time, represent the opposite notions.

## 2. Methods and Techniques

To perform the analysis and implement the objectives of the present paper a general corpus approach has been applied. It is one of the most useful and productive methods in the sphere of psycholinguistics, because, from the very beginnings, psycholinguistic research has recognized three major experiential factors that affect cognition: frequency, recency, and context of usage (Gries, 2015: 8), which can be fully described by corpus-based and corpus-driven approaches.

The corpus-based approach is a method used to extract appropriate material to support intuitive knowledge, verify expectations, allow linguistic phenomena to be quantified, and find proof for existing theories, or retrieve illustrative samples. The corpus is interrogated and data is used to confirm linguistic preset explanations and assumptions (Storjohann, 2005: 9) and to discover the systematic patterns of use that govern the linguistic features recognized by standard linguistic theory (Biber, 2012: 5). The corpus-driven approach is a methodology whereby the corpus serves as an empirical basis, from which data is extracted and linguistic phenomena are detected without prior assumptions and expectations, and any conclusions or claims are made exclusively on the basis of corpus observations (Tognini-Bonelli, 2001: 65;

Storjohann, 2005: 5). In the paper the corpus-based approach has been applied to retrieve illustrative samples of the lexical units “UP” and “DOWN” and, consequently, support the hypothesis. The corpus-driven approach allows us to obtain crucial distribution frequencies of the lexical units and make further conclusions based on the data.

As the paper focuses on universal relations between parts of speech, there is much sense in studying these phenomena on the basis of the British National Corpus (BNC), which is a synchronic and general 100 million word collection of samples of written and spoken language. The common denominator (per 1 million words) is used to balance the results of the corpus research. This makes the current analysis balanced and representative enough to speak of the tendencies observed.

Thus, having applied the BNC distribution function I identified basic linguistic and extra-linguistic categories which determinate formation, use and comprehension of speech, especially the choice of certain lexical units and combinations. The following linguistic categories with corresponding subcategories have been specified: *the discourse type, text type, derived text type, text domain (for written texts only), context-governed text domain and type of interaction (both for spoken discourse only), and level of difficulty*. The latter feature is interpreted as a so-called bridge between the linguistic and extra-linguistic factors. The extra-linguistic factors mentioned below form a psycholinguistic image of interlocutors. To the factors under analysis belong: *the age and gender of an author (for written discourse), age, gender and social class of a respondent and a speaker (for spoken discourse)*. The social class is subdivided into: *AB (top or middle management, administrative or professional), C1 (junior management, supervisory or clerical), C2 (skilled manual), DE (semi-skilled or unskilled)*.

### 3. Results and Discussion

Grammatical structure and syntactic functions determine the choice of the construction and part of speech affiliation of the lexical units under study. This is also done by a specific context and semantic components that can play even a greater role in the process of interaction. Another important factor in solving ambiguity between adverbs/prepositions/particles is the common ground – “the set of mutually held beliefs and assumptions of interlocutors engaged in communication” (Ferreira, 2010), in combination with other psycholinguistic features, e.g. age, gender, social class, etc.

Therefore, to study the correlation between the lexical units “UP” and “DOWN” and peculiarities of their usage in the language, it is required to analyse psycholinguistic characteristics of interlocutors, who actualize functional transposition, and linguistic characteristics of discourse where they are actualized. It has been done by means of applying corpus approaches to obtain and interpret empirical data for various linguistic and extra-linguistic features, which may influence the process of functional transposition.

#### 3.1. Corpus analysis of the lexical unit “UP” (linguistic factors)

The initial data retrieved from the BNC testify considerable inequality in the general frequency of the usage of “UP”: as the adverbial particle the number of samples is 184,627 or 1,877.94 samples per 1 million words. The preposition “UP” is used 3,418 or 34.77 per 1 million words. The results of the corpus analysis are represented in Table 1.

Table 1

## Distribution of “UP” in Present Day English: linguistic factors

#	Category	Subcategory	Preposition	Adv. Part.
			<i>per million words</i>	
1	<i>Discourse type</i>	Written	32.09	1,777.29
		Spoken	<b>57.35</b>	<b>2,727.9</b>
2	<i>Text type</i>	Written miscellaneous	13.04	1,318.11
		Written books and periodicals	34.02	1,804.41
		Written-to-be-spoken	23.46	<b>2,768.61</b>
		Context governed	<b>39.51</b>	2,159.69
		Demographically sampled	<b>83.37</b>	<b>3,556.72</b>
3	<i>Derived text type</i>	Academic prose	3.23	795.41
		Non-academic prose and biography	14.97	1,414.18
		Newspapers	19.34	1990.4
		Unpublished written material	15.9	1,913.06
		Other published written material	31.24	1,832.39
		Other spoken material	39.51	2,156.69
		Fiction and verse	<b>98.8</b>	<b>3,057.75</b>
		Spoken conversation	<b>83.37</b>	<b>3,556.72</b>
4	<i>Text domain (written only)</i>	Natural and pure science	8.12	1,176.28
		World affairs	13.57	1,305.98
		Social science	9.13	1,122.02
		Commerce and finance	7.36	1,449.8
		Belief and thought	17.12	1,237.52
		Arts	18.25	1,592.43
		Applied science	8.92	1,652.17
		Leisure	<b>41.75</b>	<b>2,150.77</b>
		Imaginative prose	<b>98.75</b>	<b>3,063.39</b>
5	<i>Type of interaction (spoken only)</i>	Monologue	39.69	2,089.61
		Dialogue	<b>60.47</b>	<b>2,840.58</b>
6	<i>Context governed texts domain (spoken only)</i>	Public/institutional	<b>27.5</b>	1,641.1
		Educational/informative	24.9	2,156.85
		Leisure	<b>85.11</b>	<b>2,655.54</b>
		Business	17.93	<b>2,230.95</b>
7	<i>Perceived level of difficulty</i>	High	10.55	1,210.56
		Medium	36.07	1,867.17
		Low	<b>52.7</b>	<b>2,359.75</b>

Corpus distribution analysis of the linguistic factors shows the following outcomes:

– Both the preposition and adverbial particle “UP” are predominantly used in the “*spoken discourse*” – 57.35 and 2,727.9, respectively;

– Taking into account the data concerning the discourse type, it is natural that in both cases “UP” most frequently functions in the “*demographically sampled*” (which, in fact, is a type of spoken discourse) – 89.37 and 3,556.72, resp. However, the difference is seen in other subcategories: the preposition “UP” is more used in the “*context-governed*” (another type of spoken discourse) –

39.51 and the “*written books/periodicals*” – 34.02. The adverbial particle “UP” is frequent in the “*written-to-be-spoken*” type – 2,768.61 and in the “*context-governed*” type – 2,159.69. I argue that it testifies the wish of the authors of the “*written-to-be-spoken*” materials to make their speech more spontaneous and similar to “*demographically sampled*” conversations, to convert artificial discourse into natural;

- Both the preposition and adverbial particle “UP” chiefly function in the “*fiction and verse*” and the “*spoken conversation*”. The lowest frequency is in the “*academic prose*” and the “*non-academic prose and biography*” (3.23 / 14.97 and 795.41 / 1,414.18, resp.);

- Absolute unanimity is observed among the “*text domains*”, where the “*imaginative prose*” and the “*leisure*” occupy two first positions – 98.75 / 41.75 and 3,063.39 / 2,150.77, resp. The least frequently used domains for the preposition “UP” are: the “*commerce and finance*” and the “*natural and pure science*” with 7.36 and 8.12, resp. For the adverbial particle “UP” they are: the “*social science*” and the “*natural and pure science*” with 1,122.02 and 1,176.28, resp. Despite different names of the domains, the common denominator is their non-literary nature, specific grammatical structures of the sentences, presence of notional words, and semantic completeness;

- In both cases “UP” is more used in dialogical than in monological speech, 60.47 / 2,840.58 and 39.69 / 2,089.61 resp. This generally correlates with a more “highly demanded” spoken type of discourse;

- Speaking of the “*context-governed text*” a commonly used domain is the “*leisure*” – 85.11 and 2,655.54 resp., whereas the correlations between other domains differ considerably. For instance, the preposition “UP” is used in the “*public/institutional*”, the “*educational/informative*” and only then in the “*business*” domains. For an adverbial particle the disposition is the following: the “*business*”, the “*educational/informative*”, the “*public/institutional*”.

- As to the level of difficulty, the preposition and adverbial particle “UP” are predominantly used in texts of *low and medium level of difficulty*, which testifies that “UP” is inherent to less literary texts.

### 3.2. Corpus analysis of the lexical unit “UP” (extra-linguistic factors)

The aforesaid linguistic factors, by all means, create a general picture of the discourse types, where the preposition and adverbial particle “UP” are most or least frequently used. The results of the distribution corpus analysis are represented in Table 2.

Corpus analysis of extra-linguistic factors provides the following conclusions:

- Both the preposition and adverbial particle “UP” are predominantly used by authors up to 14 y.o. and those from 25 to 34. Senior authors and those of 15-24 y.o. use the least number of “UP” in both cases. I may suppose that authors up to 14 prefer using adverbial particles to reconstruct their own informal language, and see no sense in applying more grammatically sophisticated structures. Authors between 25-34 use the preposition “UP” more often than other age groups, as they try to specify their own style;

- Female authors use “UP” more frequently. In case of the adverbial particle, it testifies their wish to make speech more informal and immature, metaphorical and not overt, cf. Lakoff (1975), Coates (2013), and others. At the same time, women tend to express things carefully and particularize them by using the preposition “UP”;

- As to the age of respondents, people over 60 and those of 25-34 most frequently use the preposition “UP”, whereas the adverbial particle “UP” is mostly used by children under 14 and those of 25-34. To my mind, such difference in age could be explained by the desire of respondents to be more precise in the first case, and inartificial ways of speaking and spontaneity of a child;

- On the contrary to authors, male respondents predominate in using “UP” in both cases, trying to be precise and natural while answering;

– Speaking of the social class of respondents, “UP” is chiefly used by skilled manual and semi-skilled/unskilled respondents, which generally may be interpreted by the domain and types of texts/conversations where “UP” is frequently found;

– Concerning the age of speakers, seniors and children most frequently use the preposition “UP”, while children and youth prefer the adverbial particle. In my view, it showcases the former’s desire/necessity to particularize their speech, and the wish of the latter to be more informal;

– As to the social class of speakers, the correlation is the same, i.e. skilled manual and semi-skilled/unskilled speakers ultimately use the preposition and adverbial particle “UP”.

Table 2

**Distribution of “UP” in Present Day English: extra-linguistic factors**

#	Category	Subcategory	Preposition	Adv. Part.
			<i>per million words</i>	
1	<i>Age of author (written)</i>	0-14 (children)	<b>67.16</b>	<b>2,871.1</b>
		15-24 (youth)	40.55	1,905.72
		25-34 (adults)	<b>71.9</b>	<b>2,604.74</b>
		35-44 (adults)	52.18	2,117.16
		45-59 (adults)	55.04	2,020.17
		60+ (seniors)	49.16	1,865.67
2	<i>Gender of author (written)</i>	Male	35.65	1,682.57
		Female	<b>66.42</b>	<b>2,410.43</b>
3	<i>Age of respondent (spoken)</i>	0-14 (children)	67.41	<b>3,962.47</b>
		15-24 (youth)	73.64	3,590.55
		25-34 (adults)	<b>95.52</b>	<b>3,651.74</b>
		35-44 (adults)	69.81	3,646.68
		45-59 (adults)	87.18	3,527.83
		60+ (seniors)	<b>100.14</b>	3,149.62
4	<i>Gender of respondent (spoken)</i>	Male	<b>89.54</b>	<b>3,588.51</b>
		Female	78.37	3,524.96
5	<i>Social class of respondent (spoken)</i>	AB	71.38	3,314.8
		C1	74.26	3,514.49
		C2	<b>105.72</b>	<b>3,828.8</b>
		DE	<b>91.87</b>	<b>3,687.55</b>
6	<i>Age of speaker (spoken)</i>	0-14 (children)	<b>98.64</b>	<b>3,416.11</b>
		15-24 (youth)	63.93	<b>3,413.53</b>
		25-34 (adults)	53.55	3,147.66
		35-44 (adults)	54.85	3,124.33
		45-59 (adults)	58.6	2,837.59
		60+ (seniors)	<b>124.84</b>	3,380.42
7	<i>Gender of speaker (spoken)</i>	Male	53.33	2,623.27
		Female	<b>72.02</b>	<b>3,224.67</b>
8	<i>Social class of speaker (spoken)</i>	AB	78.32	3,045.75
		C1	81.82	3,470.83
		C2	<b>101.41</b>	<b>4,024.26</b>
		DE	<b>101.89</b>	<b>3,718.84</b>

### 3.3. Corpus analysis of the lexical unit “DOWN” (linguistic factors)

The initial analysis of the statistics shows that the adverbial particle “DOWN” is registered 72,941 or 741.92 samples per 1 million words. On the contrary, the preposition “DOWN” is observed 5,169, i.e. 52.58 per 1 million words. The adverbial particle “DOWN”, in fact, is used half as much as “UP”, and is a bit more frequent than the preposition. Taking into account that the number of semantic components is almost equal and the meanings define either the same or directly opposite notions, this correlation may be explained by a general tendency to use lexical items with “positive/exalted” connotation/emotional association more frequently. In fact, etymologically, the lexical unit “UP” specifies relations connected with the sky, heaven, angels, God, etc. So, let us review the linguistic factors characterizing the use of “DOWN”, see Table 3.

Table 3

#### Distribution of “DOWN” in Present Day English: linguistic factors

#	Category	Subcategory	Preposition	Adv. Part.
			<i>per million words</i>	
1	Discourse type	Written	48.58	682.2
		Spoken	<b>86.36</b>	<b>1,246.22</b>
2	Text type	Written miscellaneous	26.22	341.39
		Written books and periodicals	50.61	707.24
		Written-to-be-spoken	52.4	<b>1,113.7</b>
		Context governed	<b>65.9</b>	973.95
		Demographically sampled	<b>116.2</b>	<b>1,643.38</b>
3	Derived text type	Academic prose	6.4	211.24
		Non-academic prose and biography	25.02	451.55
		Newspapers	36.34	665.73
		Unpublished written material	38.28	623.73
		Other published written material	39.78	629.88
		Other spoken material	65.9	973.95
		Fiction and verse	<b>144.82</b>	<b>1,571.8</b>
4	Text domain (written only)	Spoken conversation	<b>116.2</b>	<b>1,643.38</b>
		Natural and pure science	11	338.33
		World affairs	28.12	446.11
		Social science	17.11	339.1
		Commerce and finance	10.49	395.72
		Belief and thought	25.68	427.32
		Arts	33.31	507.54
		Applied science	16.87	382.27
		Leisure	<b>50.44</b>	<b>827.84</b>
Imaginative prose	<b>145.06</b>	<b>1,567.13</b>		
5	Type of interaction (spoken only)	Monologue	74.26	948.77
		Dialogue	<b>88.5</b>	<b>1,298.73</b>
6	Context governed texts domain (spoken only)	Public/institutional	<b>57.99</b>	650.46
		Educational/informative	30.98	897.12
		Leisure	<b>118.14</b>	<b>1,339.52</b>
		Business	56.92	<b>1,045.68</b>
7	Perceived level of difficulty	High	19.64	390.29
		Medium	52.26	711.99
		Low	<b>79.96</b>	<b>1,027.25</b>

On the basis of the data, retrieved from the BNC, the following conclusions are drawn:

- Both the preposition and adverbial particle “DOWN” overwhelmingly function in “spoken” discourse – 86.36 and 1,246.22, respectively;
- As to the “text type”, the preposition “DOWN” predominates in purely spoken types, viz: the “*demographically sampled*” (116.2) and the “*context governed*” (65.9). The adverbial particle “DOWN” is prevalent in the “*demographically sampled*” (1,643.38), i.e. unprepared, fluent, everyday speech, and the “*written-to-be-spoken*” (1,113.7) text type, which aims at imitating the “*demographically sampled/context governed*” discourse;
- Speaking of the “*derived text type*”, the preposition and adverbial particle “DOWN” are more frequently used in the “*fiction and verse*” (144.82 and 1,571.8, resp.) and the “*spoken conversation*” (116.2 and 1,643.38, resp.). The least “popular” text types for both are the “*academic prose*” and the “*non-academic prose and biography*”. This tendency demonstrates that “DOWN” remains a marker of spoken, informal and emotive speech, finding almost no place in academic literature;
- Analysing the “text domain”, at the top there is the “*imaginative prose*” (145.06 and 1,567.13, resp.) and the “*leisure*” (50.44 and 827.84, resp.). This, in general, correlates with the “*derived text type*”, when the “*text domain (in written form only)*” strives for representing spoken discourse, everyday conversations;
- Among the type of interaction the “*dialogical*” speech predominates – 88.5 and 1,298.73, respectively. It is more natural to use adverbial particles and prepositions in a simple conversation to emphasize or particularize objects;
- Speaking of the “*context governed text domain*”, almost an imperceptible difference is observed, as the “*leisure*” dominates in both cases – 118.14 for the preposition and 1,339.52 for the adverbial particle. The second position is occupied by the “*public/institutional domain*” (57.99), closely followed by the “*business domain*” (56.92) for a preposition. For an adverbial particle, it is the “*business*” (1,045.68) and the “*educational/informative domain*” (897.12);
- As to the “*perceived level of difficulty*” one can note that the more difficult the text is, the less frequently “DOWN” is used, and, vice versa. It shows that in both cases “DOWN” is peculiar of plain and ordinary texts.

### 3.4. Corpus analysis of the lexical unit “DOWN” (extra-linguistic factors)

Having analysed the extra-linguistic factors which characterize the use of the lexical unit “UP”, it is reasonable to presuppose that the same key figures would be observed in the case of “DOWN”. To compare the results, let us address the data perceived from the BNC which describe the psycholinguistic factors of the lexical unit “DOWN” in discourse, see Table 4.

Giving consideration to the corpus distribution analysis of the extra-linguistic factors, characterizing the use of the lexical unit “DOWN”, the conclusion is the following:

- The data concerning the age of the authors show that children and adults (25-34 y.o.) most frequently use the preposition and adverbial particle “DOWN” – 134.32 / 93.07 and 1,057.77 / 1,168.49, respectively. These figures may be explained by children’s informal way of speaking and need to specify the objects in the course of communication, as well as adults’ ability either to imitate or to apply spoken patterns in discourse;
- “DOWN” is predominantly used by female authors – 93.57 and 1,116.17;
- As to the age of respondents, it appears that adults 45-59 and seniors mostly use the preposition “DOWN”, while the adverbial particle is chiefly used by adults 25-34 and 45-59. These figures are explained by the necessity to make their answers stricter and clearer. The adverbial particle “DOWN” is used by adults of 25-34 y.o. as an inseparable part of their everyday speech, while adults 45-59 try to imitate the speech of their interlocutors or seem to be more up-to-date;

Table 4

## Distribution of “DOWN” in Present Day English: extra-linguistic factors

#	Category	Subcategory	Preposition	Adv. Part.
			<i>per million words</i>	
1	Age of author (written)	0-14 (children)	<b>134.32</b>	<b>1057.77</b>
		15-24 (youth)	51.61	790.67
		25-34 (adults)	<b>93.07</b>	<b>1,168.49</b>
		35-44 (adults)	84.73	929.7
		45-59 (adults)	74.27	880.29
		60+ (seniors)	78.03	864.95
2	Gender of author (written)	Male	56.62	718.35
		Female	<b>93.57</b>	<b>1,116.17</b>
3	Age of respondent (spoken)	0-14 (children)	108.61	1,505.59
		15-24 (youth)	102.2	1,502.95
		25-34 (adults)	101.89	<b>1,783.71</b>
		35-44 (adults)	104.12	1,570.13
		45-59 (adults)	<b>143.23</b>	<b>1,747.83</b>
		60+ (seniors)	<b>128.3</b>	1,599.06
4	Gender of respondent (spoken)	Male	<b>124.55</b>	<b>1,700.12</b>
		Female	110.69	1,600.9
5	Social class of respondent (spoken)	AB	<b>120.91</b>	<b>1,450.18</b>
		C1	100.52	1,653.56
		C2	<b>127.78</b>	<b>1,761.34</b>
		DE	117.22	<b>1,842.19</b>
6	Age of speaker (spoken)	0-14 (children)	98.64	<b>1,526.35</b>
		15-24 (youth)	97.58	1,490.58
		25-34 (adults)	90.14	1,433.27
		35-44 (adults)	78.09	1,346.04
		45-59 (adults)	<b>100.1</b>	1,253.69
		60+ (seniors)	<b>140.67</b>	<b>1,754.83</b>
7	Gender of speaker (spoken)	Male	86.47	1,214.96
		Female	<b>96.64</b>	<b>1,460.23</b>
8	<i>Social class of speaker (spoken)</i>	AB	<b>119.92</b>	1,490.45
		C1	102.27	1,587.76
		C2	<b>138.91</b>	<b>1,803.07</b>
		DE	101.89	<b>1,636.82</b>

– Among the respondents, males mainly use “DOWN” in both cases – 124.55 and 1,700.12, respectively;

– Discussing the social class of respondents, the adverbial particle “DOWN” is preferred by the “*semi-skilled or unskilled*” (1,842.19) and the “*skilled manual*” (1,761.34) respondents, whereas the preposition “DOWN” is peculiar of the “*skilled manual*” (127.78) and the “*top or middle management, etc.*” (120.91);

– Drawing attention to the speakers’ age, I would note that the correlation for the preposition “DOWN” is the same in the case of respondents, i.e. seniors (140.67) and adults



45-59 (100.1) are at the top. For an adverbial particle, the age of speakers is different and represented by seniors (1,784.53) and children (1,526.35). To my mind, it is possible to correlate speakers' and respondents' age (in case of seniors), who are trying to conform to the speech of their interlocutors;

– Another observation is that female speakers use “DOWN” more frequently than males, 96.64 / 1,460.23 and 86.47 / 1,214.96, respectively;

– The data on the social class of speakers generally corresponds to that of respondents, when the “*skilled manual*” (138.91) and the “*top or middle management, etc.*” (119.92) prefer the preposition “DOWN”. The “*skilled manual*” (1,803.07) and the “*semi-skilled or unskilled*” speakers (1,636.82) use the adverbial particle “DOWN”.

#### 4. Conclusion

The performed analysis of the lexical units “UP” and “DOWN” and the statistical data represented in Tables 1-4 let us compare linguistic and extra-linguistic factors which characterize “UP” and “DOWN”. It helps to create a prototypical psychological image of a language user and a possible language situation where these lexical items as representatives of the whole classes predominate, see Appendix 1.

First of all, in Present Day English “UP” and “DOWN” predominantly function as adverbial particles, and statistically “UP” is used more frequently than “DOWN”. To my mind, this is explained by its “spiritual” associations and positive semantic prosody formed in Old English.

In Present Day English both lexical units despite their part of speech affiliation usually function in the *spoken, dialogical discourse of low level of difficulty*, chiefly in two “*derived text types*” – the “*fiction and verse*” and the “*spoken conversation*”, and two “*text domains*” – the “*imaginative prose*” and the “*leisure*”. Both units are mainly found in the “*demographically sampled text type*”. There is, however, a slight divergence as to the “*text type*”, as prepositions predominate in the “*context governed*” discourse, whereas adverbial particles exceed in the “*written-to-be-spoken*” discourse. It is explained by the wish of authors to make their written discourse more natural, spoken, and informal. In the spoken spheres or the “*context governed text domains*” prepositions and adverbial particles prevail in the “*leisure*” domain. The “*public/institutional*” domain is common for prepositions, while adverbs are more frequently found in the “*business*” domain. In my view, this divergence is connected with various business approaches, when speakers try to establish contacts and “break the ice” with interlocutors.

As to the psychological characteristics, I argue the necessity to distinguish between two major groups, in particular the “*authors*” and the “*interlocutors*”. The former create discourse having time to think through phrases, constructions, etc. The latter do it spontaneously and often under some pressure, which makes their speech natural and true-to-life. Therefore, authors are usually either children (0-14) or adults (25-34), whose texts are characterized by small difference in the priority of preposition/adverbial particles usage. I explain it by the need of authors to particularize the objects of denomination, probably doubting their ability to be clear or wishing to clarify themselves (for prepositions) and the use of their natural language style (for adverbial particles). In case of interlocutors, who are divided into *speakers and respondents*, the former are usually females and the latter are males. I may assume that in real-life communication women-speakers follow the general tendencies of the ‘female speech’, while men-respondents try to conform to their speech. They usually belong to the identical social classes (in case of each lexical unit), i.e. skilled manual or semi-skilled/unskilled. Great differences are observed as to the age of speakers and respondents, the majority of whom are adults over 45 and seniors

over 60. The use of prepositions is more popular among adults 45+ and seniors 60+, whereas children and adults of 25-34 y.o. prefer adverbial particles in their speech. High frequency of these lexical units in the speech of respondents 45+ and 60+ is justified by a psychological desire to correspond to the style used by speakers.

Further research in the field is of critical importance, as a detailed psycholinguistic analysis of other prepositions, adverbs, adverbial particles, provides conditions for creating a psychological image of language users and possible language situations, which will contribute to first and second language acquisition research. It may also aim at gender studies and the role of minor parts of speech in them. Future research will help to predict the development of functional transposition of the aforementioned units on the basis of linguistic and extra-linguistic characteristics of discourse and determine their role in the process of institutionalization of the lexical units.

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**Distribution of “UP” and “DOWN” in Present Day English: linguistic and extra-linguistic factors**

#	Category	Preposition		Adv. Part.		Preposition		Adv. Part.	
		UP	DOWN	UP	DOWN	DOWN	DOWN	DOWN	DOWN
1	Discourse type	Spoken		Spoken		Spoken		Spoken	
2	Derived text type	Fiction and verse		Spoken conversation		Fiction and verse		Fiction and verse	
		Spoken conversation		Fiction and verse		Spoken conversation		Spoken conversation	
3	Text type	Demographically sampled		Demographically sampled		Demographically sampled		Demographically sampled	
		Context governed		Written-to-be-spoken		Context governed		Written-to-be-spoken	
4	Text domain	Imaginative prose		Imaginative prose		Imaginative prose		Imaginative prose	
		Leisure		Leisure		Leisure		Leisure	
5	Type of interaction	Dialogue		Dialogue		Dialogue		Dialogue	
6	Context governed texts domain	Leisure		Leisure		Leisure		Leisure	
		Public/institutional		Business		Public/institutional		Business	
7	Perceived level of difficulty	Low		Low		Low		Low	
		Medium		Medium		Medium		Medium	
8	Age of author	25-34 (adults)		0-14 (children)		0-14 (children)		25-34 (adults)	
		0-14 (children)		25-34 (adults)		25-34 (adults)		0-14 (children)	
9	Gender of author	Female		Female		Female		Female	
10	Age of speaker	60+ (seniors)		0-14 (children)		60+ (seniors)		60+ (seniors)	
		0-14 (children)		15-24 (youth)		45-59 (adults)		0-14 (children)	
11	Gender of speaker	Female		Female		Female		Female	
		semi-skilled/ unskilled		skilled manual		skilled manual		skilled manual	
12	Social class of speaker	skilled manual		semi-skilled/ unskilled		Top/middle management		semi-skilled/ unskilled	
		60+ (seniors)		0-14 (children)		45-59 (adults)		25-34 (adults)	
13	Age of respondent	25-34 (adults)		25-34 (adults)		60+ (seniors)		45-59 (adults)	
		Male		Male		Male		Male	
14	Gender of respondent	skilled manual		skilled manual		skilled manual		skilled manual	
		semi-skilled/ unskilled		semi-skilled/ unskilled		Top/middle management		skilled manual	
15	Social class of respondent	skilled manual		skilled manual		skilled manual		skilled manual	
		semi-skilled/ unskilled		semi-skilled/ unskilled		Top/middle management		skilled manual	

## DETERMINOLOGIZACIÓN DE TÉRMINOS MÉDICOS (EN ARTÍCULOS DEL PERIÓDICO ABC)

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### Resumen

El largo camino histórico de formación del vocabulario médico y su ininterrumpido desarrollo hasta la actualidad designan el papel primordial de la medicina en la vida de la sociedad. Así pues, no es de extrañar que esta terminología ya haya sobrepasado hace mucho tiempo la marca de su «habitat funcional» y actualmente penetre de una manera cada vez más intensiva a las más diversas esferas de la vida social, funcionando en nuevos contextos destinados no solo a los especialistas, sino también al público en general.

El lenguaje hablado, programas de radio y televisión, artículos de prensa, obras de arte, todo ello contribuye a la transformación de los términos científicos, técnicos y médicos, en especial a las unidades léxicas de uso común con un significado distinto del primario y muchas veces traslaticio.

El presente artículo tiene por objetivo definir el problema de la determinologización, analizar la migración de los términos médicos a los artículos periodísticos, así como, establecer los cambios semánticos que sufren estos al sobrepasar la marca del lenguaje especializado. Se propone la clasificación del corpus extraído del periódico ABC (abarcando el periodo desde el 2005 hasta el 2020) basada en la metodología propuesta por Halyna Nakonecha, según los criterios del grado de pérdida de los rasgos terminológicos, el tipo de la transposición semántica, los rasgos estructurales y morfológicos.

**Palabras clave:** determinologización, término, transposición metafórica, transposición metonímica, contexto mediático.

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### 1. Introducción

El enriquecimiento del caudal léxico de la lengua siempre atraía la atención de los lingüistas. Este proceso se realizaba y sigue realizándose no solo mediante la aparición de nuevas palabras, sino también a través del cambio semántico de las voces ya existentes. Uno de los medios del enriquecimiento cualitativo y cuantitativo del sistema normativo de la lengua española es la determinologización del léxico especializado.

La determinologización, como uno de los más intensivos procesos del desarrollo del sistema léxico-semántico, se condiciona por diferentes factores extralingüísticos: la información total de la sociedad, el avance de la ciencia y tecnología, el desarrollo activo del nivel de enseñanza, la claridad y la transparencia del significado general de la palabra especializada (que, a su vez, depende de la simplicidad del modelo de formación de palabras) (Lubozheva, 2012).

Un papel no menos importante para el entendimiento del proceso de la determinologización lo desempeñan tales factores intralingüísticos, como la realización de la ley lingüística de la economía de lengua, y la destitución de la existencia del término (Lubozheva, 2006: 21).

## 2. Planteamiento del problema de la investigación

La determinologización ha sido estudiada por muchos investigadores (D. Shmeliiov, L. Superanska, O. Selivanova, N. Nepyivoda, N. Boiko, L. Struganets, T. Cabré, I. Meyer, K. Mackintosh, V. Montalt, M. Shuttleworth, J. Horecký, B. Poštolková y otros). Las transformaciones semánticas de términos, provocadas por su traspaso al lenguaje común, también constituían el objeto de estudio de los trabajos de L. Kanapadze, N. Mostovyy, O. Revutskiy, E. Voitseva, T. Gumeniuk. Sin embargo, pese a la existencia de muchas investigaciones, hasta la actualidad no se ha elaborado la unívoca visión ni respecto al fenómeno de la determinologización ni al léxico que considerar como determinologizado. Tampoco podemos encontrar una investigación sólida que concierna a la determinologización de términos médicos en el idioma español, a excepción del trabajo de Olga Campos Andrés «Procedimientos de desteterminologización: traducción y redacción de guías para pacientes» en la que se analizan los procedimientos de determinologización usados por traductores y redactores médicos para garantizar la eficacia comunicativa en documentos dirigidos a pacientes.

*El objetivo de la presente investigación* es realizar el análisis de los términos médicos en contextos mediáticos y definir los principales tipos de la determinologización. Con el fin de conseguir este objetivo han sido planteadas las siguientes tareas: analizar las existentes aproximaciones al concepto de la determinologización; establecer las principales etapas de la determinologización y definir sus tipos; clasificar los términos médicos determinologizados según el grado de pérdida de sus rasgos terminológicos, el tipo de la trasposición semántica, los rasgos estructurales y morfológicos; y definir las principales intenciones que se persiguen con el uso del término médico en un contexto periodístico.

## 3. Materiales y métodos

El corpus del presente estudio lo constituyen los términos médicos determinologizados extraídos de los artículos del periódico *ABC* (abarcando el periodo desde enero de 2005 hasta septiembre de 2020).

En la presente investigación hemos recurrido a los siguientes métodos: el método descriptivo (para clasificar e interpretar los resultados de la investigación, representar los aspectos teóricos relevantes para nuestro análisis); y el método del análisis componencial (para observar los cambios en la estructura semántica de términos).

## 4. Aproximaciones al concepto de la determinologización

Las investigaciones referentes al concepto de la determinologización evidencian la existencia de dos posturas principales:

1) Estudios que parten de los términos y se centran en su plano semántico:

Los representantes de esta postura son Ingrid Meyer y Kristen Mackintosh quienes entienden la determinologización como el proceso por el cual el término traspasa las marcas del lenguaje especializado y empieza a usarse por el público general.

Según las autoras, cuando el término se desplaza al lenguaje general, este puede sufrir dos tipos de cambios semánticos: 1) la retención del sentido básico del dominio; y 2) la considerable dilución del sentido original del dominio (*Meyer & Mackintosh, 2000*).

En Ucrania una idea parecida la mantiene Olena Selivanova que estima la determinologización como un fenómeno del sistema de lengua, la manifestación de la economía

lingüística y del dualismo asimétrico del signo lingüístico lo que representa el traspaso del término al léxico común (*Selivanova, 2006: 117*).

Con la determinologización, como afirma Alexandra Superanska, el término adquiere unas propiedades pragmáticas que previamente no poseía, es decir, aparece una nueva palabra con un significado terminológico que ya no necesita la definición, sino la interpretación (*Superanska, Podolskaya & Vasileva, 1989: 133*).

Según Nadezhda Bojko (1984), «el proceso de determinologización se caracteriza por la pérdida de las relaciones asociativas del término con las nociones de un cierto sistema terminológico mediante la creación de un significado nuevo y la ampliación de las posibilidades de combinación con otros lexemas» (p. 23). Todas estas transformaciones llevan a la simplificación de la noción que contenía el término y a su afinación al sentido que le dan los hablantes en la lengua cotidiana (*Superanska, Podolskaya & Vasileva, 1989: 134*).

2) Planteamientos que mantienen una visión centrada en los textos y observan la determinologización como un fenómeno formal, comunicativo y cognitivo.

Cabe destacar la investigación de Olga Campos Andrés quien define la determinologización como un fenómeno que engloba una serie de estrategias relacionadas con el tratamiento de las unidades léxicas especializadas y centradas en garantizar la accesibilidad de un texto especializado a unos destinatarios no expertos. Entre tales estrategias de determinologización la autora distingue: la definición, la sinonimia, el enunciado metalingüístico, la hiperonimia, la analogía y la aposición (*Campos Andrés, 2013*).

Según el punto de vista de Vicent Montalt-Resurrecció, la determinologización se comprende como el proceso de recontextualización y reformulación de los términos especializados que tiene por objetivo hacer el concepto al que estos hacen referencia relevante y entendible para el público no especializado. Este proceso se motiva por las necesidades cognitivas, sociales y comunicativas y se inscribe en el marco del proceso más amplio de la recontextualización y la reformulación del discurso (*Montalt-Resurrecció & Shuttleworth, 2012: 16*).

En el presente trabajo nos centramos en la primera postura y, en primer lugar, nos referimos al proceso consistente en el uso del término fuera de la comunicación científica, es decir, en contextos no especializados, ya que se da lugar a diferentes transformaciones semánticas y funcionales del término. Estos cambios permiten correlacionar el término con el amplio círculo de fenómenos y crear los homónimos léxicos.

Cabe destacar que, a causa del sobrepaso de la marca del sistema terminológico y de la consiguiente conversión del término a una palabra de uso común, este puede perder sus rasgos constitutivos (univocidad, conceptualidad, ausencia de marcación emocional) que habría de cumplir por ser elemento del léxico especializado. Aun así, estamos de acuerdo con Zhanna Krasnozhan (2009): «el término puede sufrir los mismos cambios que la palabra: ampliar, restringir o cambiar su semántica, formar parte de las comparaciones, metáforas, usarse en el significado repensado, reservarse tal significado» (p. 175).

## 5. Resultados de la investigación

Al recurrir a la metodología propuesta por Halyna Nakonechna (*Kunch, Nakonechna, Mykytiuk, Bulyk Verkhola & Tehlivets, 2018: 18-29*), hemos establecido los siguientes tipos de términos determinologizados:

Según el grado de pérdida de los rasgos terminológicos por el lexema distinguimos:

**1. Términos que perdieron solo el campo terminológico, pero conservaron su definición, esto es, experimentaron la determinologización funcional.**

Los ejemplos son bastante numerosos dado que todos los términos usados en los contextos no especializados y destinados a un receptor corriente experimentan la desemantización en

menor o mayor grado. La gente no especializada, recurriendo a un término científico, hace referencia al mismo concepto que el especialista, pero con un sentido más superficial.

En el caso de la determinologización funcional, el lexema por sí mismo no sufre cambios en su estructura interna, pero hallándose incorporado en un nuevo entorno sintagmático, adquiere cierta emotividad. Así, en los contextos mediáticos los términos procedentes del ámbito médico pueden usarse con la intención de:

**– Agudizar ciertos «defectos» del objeto de mención:**

«Pero así es este Madrid, siempre en estado *cartilaginoso*, como los *huesecillos* de un *recién nacido*»; «El Madrid estaba blando y ausente, como si estuviese tomando una fuerte *medicación*»; «En el 58, Budimir remató con gran peligro (reaparecía el Mallorca arriba) e inmediatamente entró Kubo, que iba a provocar en el aficionado madridista un ligero *estrabismo*» (ABC, 22/10/2019).

El uso de los términos *cartilaginoso*, *recién nacido*, *medicación* y del diminutivo *huesecillos* evoca en el lector una idea un poco hiperbolizada acerca del Real Madrid en el partido liguero contra el Mallorca, y *estrabismo* recalca el estado de los hinchas al observar a su equipo sufriendo y al ver en el campo a Kubo, uno de los mejores regateadores de la Liga, futbolista del Mallorca, cuyos derechos propietarios pertenecían al mismo Real Madrid, y quien aportó de forma sustancial a la derrota del equipo capitalino.

**– Suscitar la percepción negativa del objeto de mención:**

«Esta aterradora ecuación revela que por cada niño que adquiere la hepatitis B, la *vacuna* mata a 9 bebés y daña a 200» (ABC, 08/02/2015).

En este ejemplo el término *vacuna* por influencia de los verbos *mata* y *daña* adquiere una connotación peyorativa.

**2. Términos que perdieron su definición parcialmente:**

Una notable cantidad de términos médicos en su estructura semántica perdieron semas que hacían referencia al mundo médico:

«necrosis parlamentaria»; «metástasis documental»; «hemorragia interna que sufre el socialismo»; «esquizofrenia editorial»; «anemia femenina»; «anemia emocional»; «esterilidad goleadora»; «trepar la dignidad de Álvarez-Cascos»; «hacerle un lifting al Chelsea»; «cicatrizarse el estigma de Génova»; «paranoia digital»; «paranoia gubernamental»; «psicosis antiterrorista»; «naftalina gallega»; «placebo populista»; «sarpullido republicano»; «espasmo populista y nacionalista»; «bares baratos que han metastatizado el espacio peatonal»; «tacones de infarto»; «pulsión antiespañola»; «amenazante virus del populismo»; «diarrea legislativa»; «tumor canceroso para Francia»; «meter el bisturí en el fondo en su Gobierno»; «hubiera despertado repentinamente del letargo estival»; «patologías más graves de nuestro sistema político»; «afonía europea»; «estrabismo histórico».

He aquí algunos de estos ejemplos analizados con más detalle:

El término *necrosis*, si recurrimos al diccionario médico, significa: 1. ‘mecanismo de muerte celular caracterizado por un conjunto de alteraciones estructurales y bioquímicas [...] en cuya génesis intervienen las enzimas liberadas por los lisosomas de la propia célula’; 2. ‘masa localmente circunscrita a un tejido u órgano formada por el acúmulo de células muertas y los productos derivados de las mismas’ (*Diccionario de términos médicos*). No obstante, en el discurso de María Díaz, secretaria de la Organización de Podemos en Castilla-La Mancha, este término médico quedó privado de su relación con medicina y fue usado para hacer referencia al estado del gobierno que llevaba cierto tiempo sin acción:

«El año 2016, que está próximo a su fin, se resume en términos generales en Castilla-La Mancha como un periodo de “luces y sombras” que se ha caracterizado, sobre todo, por la “necrosis parlamentaria”» (ABC, 25/12/16).



En otro ejemplo, el presidente de la Sala de lo Penal del Supremo, Manuel Marchena usa el término médico *metástasis* refiriéndose la petición de unificar las diferentes causas relacionadas con la deriva independentista en un mismo procedimiento (el caso que se seguía en la Audiencia Nacional y en el juzgado de instrucción número 13 de Barcelona sobre la organización del referéndum ilegal):

«Provocaría un aluvión, una metástasis documental que provocaría una merma del derecho de defensa de los procesados» (*ABC*, 14/02/19).

Aquí la estructura semántica del término *metástasis* se simplifica, perdiendo la mayoría de los semas. Veamos el significado etimológico del término: ‘1. Presencia de focos secundarios de una enfermedad en órganos distintos del primitivo; 2. Colonización por células malignas de un tejido del organismo, distante de la neoplasia primitiva, a través de la vía hemolinfática o de una cavidad; 3. Crecimiento de células malignas en un lugar diferente del tumor primario como consecuencia de la diseminación de este’ (*Diccionario de términos médicos*).

*Esquizofrenia* en el contexto « Los expertos en Historia lo han calificado de “esquizofrenia” editorial» alude al comportamiento de diversos grupos editoriales catalanes que en sus obras trataban ciertos episodios históricos en función de sus intereses y del territorio al que iba dirigido. Aquí el lexema tiene un sentido más bien irónico: ‘acción o comportamiento que distorsiona la percepción de la realidad’. En un contexto médico el término representaría ‘enfermedad mental grave que aparece generalmente en la adolescencia o al principio de la edad adulta. Interfiere con la capacidad para reconocer lo que es real, controlar las emociones, pensar con claridad, emitir juicios y comunicarse [...]’ (*Diccionario de términos médicos*).

En este tipo de determinologización los términos no solo sufren cambios en su estructura semántica, sino que también adquieren cierto matiz emotivo, mientras que en el contexto científico quedarían privados de lo figural, emocional y expresivo. Muchos de los términos se usan con la intención de:

– **Evaluar la actividad:**

«Esa diarrea legislativa se ha convertido en una de las patologías más graves de nuestro sistema político» (*ABC*, 13/01/2018), o

– **Criticar el comportamiento:**

«“El Brexit es un espasmo populista y nacionalista digno de Donald Trump”, mantiene Adonis, que lamenta que el Ejecutivo “tory” no haya intentado mantener algún tipo de vínculo con la UE» (*ABC*, 30/12/2017).

«El llanto universal por la muerte de Michael Jackson quizá sea mucho más audible que las honras fúnebres por las víctimas de la revuelta iraní, víctimas, así mismo, de la afonía europea y el liderazgo invisible del presidente Obama» (*ABC*, 27/06/2009).

**3. Términos que perdieron por completo sus rasgos de definición, adquirieron oposiciones sinonímicas, antonímicas y paronímicas comunes y pasaron a ser parte de tropos:**

«el pulmón verde de Valencia» (zona que se destina como refugio de la flora y la fauna de un lugar (*Diccionario de uso del español actual*), «el corazón del barrio madrileño» (parte media, central o más importante de algo (*Diccionario de uso del español actual*); «la principal arteria de Madrid» (calle principal, con mucho tráfico, en la que desembocan muchas otras calles (*Diccionario de uso del español actual*); «la cicatriz de una guerra» (huella o impresión profunda que queda de algo doloroso (*Diccionario de uso del español actual*); «una demencia revisionista» (hecho o dicho disparatados o faltos de cordura (*Diccionario de uso del español actual*); «antídotos para frenar la propagación» (lo que sirve para remediar un mal (*Diccionario de uso del español actual*); «diarrea mental» (confusión de ideas (*Diccionario de uso del español actual*); «epidemia de ataques de cuchillo» (lo que

se extiende de manera rápida, especialmente si se considera negativo (*Diccionario de uso del español actual*); «un chisme venenoso» (que tiene mala intención (*Diccionario de uso del español actual*); «una radiografía real» (descripción o análisis detallado (*Diccionario de la lengua española*); «inyectar billones de dólares» (referido a algo que pueda servir de estímulo, aportarlo o transmitirlo (*Diccionario de uso del español actual*); «una guerra larvada» (que no se manifiesta de forma externa (*Diccionario de uso del español actual*); «la situación de bicefalia» (en sentido figurado, existencia de dos cabezas (*Diccionario de uso del español actual*); «lo que hay es una absoluta acefalia» (falta de dirigente o de jefe (*Diccionario de la lengua española*); «una crisis sanitaria paraliza las economías» (referido especialmente a una acción o a un movimiento, detenerlos, entorpecerlos o impedirlos (*Diccionario de uso del español actual*).

Según el tipo de la trasposición semántica que conlleva la adquisición del nuevo estatus del término:

### **1. Determinologización basada en la trasposición metafórica del significado:**

En la mayoría de casos, en los contextos mediáticos se determinologizan los términos médicos que designan varios elementos anatómicos, enfermedades y trastornos, procesos patológicos y malformaciones, prácticas médicas, medios curativos, manifestaciones de enfermedades o infecciones.

Recurriendo a la modelación semántico-cognitiva de la trasposición metafórica hay que distinguir los siguientes modelos metafóricos:

Modelo «Elemento anatómico – Espacio»: «corazón del barrio»; «la principal arteria de Madrid»; «pulmón verde de Valencia».

Modelo «Enfermedad/trastorno – Comportamiento»: «esquizofrenia editorial»; «diarrea legislativa»; «paranoia digital»; «demencia revisionista»; «psicosis antiterrorista».

Modelo «Intervenciones médicas – Intervenciones sociales»: «trepar la dignidad»; «inyectar billones de dólares»; «hacerle un lifting a Chelsea».

Modelo «Medios curativos – Medios perfeccionistas de la sociedad»: «placebo populista»; «vacunas contra violencia»; «antídoto para frenar la propagación del amenazante virus de populismo».

Modelo «Manifestaciones de enfermedades e infecciones – Manifestaciones de movimientos socio-políticos»: «pulsión antiespañola»; «hemorragia interna que sufre el socialismo»; «espasmo populista»; «sarpullido republicano».

Los formantes semántico-cognitivos de estas trasposiciones metafóricas son la función o la propiedad.

### **2. Determinologización basada en la trasposición metonímica del significado:**

Las trasposiciones metonímicas no son numerosas y están representadas en los siguientes modelos:

Modelo «Característica – El que la posee»: *melancólico*; *colérico*; *daltoniano*; *tetrapléjico*; *alcohólico*.

Modelo «Proceso patológico – Resultado de la actividad»: «desintoxicación digital»; «paralización del inicio de la Liga SmartBank»; «metástasis documental».

Según los rasgos estructurales y morfológicos, se distinguen los siguientes tipos de términos:

#### **■ Términos simples determinologizados:**

«En pleno bicentenario del Museo del Prado, el rechazo de los grupos separatistas a la apertura de una franquicia de la pinacoteca en Barcelona es una metáfora, colateral pero significativa, del punto de *demencia* al que el nacionalismo catalán ha llevado su *pulsión antiespañola*» (*ABC*, 24/11/2019).

«Impulsar el multilateralismo y la integración económica como *antídotos* para frenar la propagación del amenazante *virus* del populismo y de su extendida variante proteccionista» (ABC, 25/11/2018).

■ **Términos complejos determinologizados:**

«[...] el tratamiento “macroniano” de la crisis de los chalecos amarillos corre el riesgo de convertirse en un *tumor canceroso* para Francia [...]» (ABC, 04/03/2019).

■ **Términos nominales determinologizados:**

«Tras más de 30 horas colapsando la principal *arteria* de Madrid, los agentes antidisturbios comenzaban a actuar para desalojar a los taxistas (ABC, 28/01/2019).

«El Udinese resuelve en dos jugadas aisladas y retrata la *esterilidad* goleadora de los rojiblancos» (ABC, 21/10/2011).

■ **Términos adjetivales determinologizados:**

«Por un partido de tenis amañado o bajo la sospecha de amaños, por un comentario mezquino vertido en la televisión, por unos rencores incurables, por un chisme *venenoso*, Barclays perdió a cuarto de sus mejores» (ABC, 27/09/2020).

«Tres de los cuatro hijos de Alain Delon (83 años) sostienen una guerra *larvada*, disputándose oscuros intereses y deseos personales, mientras el actor prosigue su restablecimiento con cierta dificultad en una lujosa clínica de Suiza» (ABC, 12/08/2019).

■ **Términos verbales determinologizados:**

«En una conferencia de prensa telemática, desde Ginebra, Tedros declaró que para resolver el problema de la pandemia no basta con inyectar billones de dólares en las economías porque “una crisis sanitaria *paraliza* las economías y distorsiona los sistemas económicos provocando miedo e inseguridad”» (ABC, 25/09/2020).

«No habra margen ni escapatoria para que pueda *cicatrizarse* el estigma de Génova como exponente patrio de la corrupción» (ABC, 03/09/2019).

Cabe destacar que respecto a la estructura y la morfología, los términos determinologizados simples caracterizados, en su mayoría, por la naturaleza nominal son los más numerosos.

## 6. Conclusiones

La determinologización es uno de los procesos más intensivos del desarrollo del sistema léxico-semántico de la lengua. Su resultado es la conversión del término en una palabra común a través de los cambios del significado terminológico y de las funciones nominativa y de definición que este desempeñaba originariamente. El término determinologizado ya no designa cierto concepto médico, no necesita la definición, sino la interpretación, y se convierte en una palabra intelectual y de moda, usada con cierto objetivo estilístico. Este proceso, por un lado, demuestra la tendencia general del idioma a la expresividad y, por otro, su capacidad de usar cualquier medio del lenguaje para expersar los nuevos significados.

La presente investigación podría ser de utilidad para todo tipo del análisis comparativo y contrastivo del uso de los términos médicos en otros estilos de la lengua o en otros idiomas.

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## THE PSYCHOANALYTICAL DISCOURSE OF THE S. PROTSYUK'S NOVEL "INFECTION"

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### Summary

The aim of the article is a brief attempt to consider the main components of the psychoanalytic interpretation of S. Protsyuk's novel "Infection", to make a creative interpretation of this method in this work. The consideration of basic psychological units, including dreams, fantasies, neuroses, and search for their causes: the transition of libido from one activity to another to some extent causes the neurosis of the characters.

So, the using of the method of psychoanalysis is quite motivated. The revelation of the figurative system of the author's unconscious pushes us to the idea of the convergence of writing a work and dream activity. We trace this in the connection with the elements of dreaming: shift, thickening, indirect depiction in the artistic world of the writer. The thickening is found in a combination of a large number of images. The indirect depiction is represented by the fact that each of these images carries its own ideological load, It is the existing element of the transition from ideas to images. Such element of dream work as a shift is also considered. The reading the text is complicated by the fact that all artistic images are fleeting. The use of these and other methods allowed to reveal the deeper meanings of the author's creative process, broadened the understanding of the work, and pointed to the high intelligence and talent of the author.

**Keywords:** thickening, shift, fantasies, dreams, images, complex, neurosis, psychosis.

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### 1. Introduction

S. Protsyuk's art is a multifaceted phenomenon in Ukrainian literature. His works are a combination of social, psychological, national, romantic layers. However, the psychologism of the writer's prose is one of the defining features. "In short, I'm trying to write some kind of literature that you can't call "mass", – I never claimed it. Rather, I try to define it as psychological prose, which is designed to awake in us our recessive "Ego", author said (*Pavlichenko, 2013*).

This feature has been noted as a leading in his prose by various researchers, such as: S. Sirenko, E. Baran, B. Pastukh, O. Solovey, I. Andrusyak, M. Antonyuk, V. Melnyk, O. Nechvidov, I. Bondar-Tereshchenko. L. Kostetska interpret the author's works by the method of psychoanalysis. In their article "Complexes in the structure of the psyche of the characters of S. Protsyuk's novel "Totem", researchers analyze the features of the psychotype of the characters and find out several basic mental complexes: the complex of father's love (represented in the image of Victor), the complex of dissatisfied love, loneliness complex (image of Nikita), inferiority complex (image of Vladislava), (*Kostecka, 2009: 84-85*). The complex of father's love made Victor become inferior, because he did not experience sexual attraction to the mother, which is the characteristic of the first projections of the man. Maria is deprived of male love, avoids even the attention of the men, which leads to the mental disorders. The complex of loneliness can be traced in the main character of the novel – Nikita, because

the writer always portrays him alone, describing at that time the features of the inner world. The inferiority complex that manifests itself in Vladislava's hero is the result of the fear for her future. The conclusion reached by the authors of the article is natural: "The main characters of "Totem" are men, if they are not broken mentally or nervously, then they are definitely "over-chipped". Women, meanwhile, are vague characters, but mostly masochistic. We practically do not observe people with normal mental organization here..." (Kostecka, 2009: 85). Such psychoanalytic studies are an important component of the study of his work, because the plot outline is only the tip of the iceberg. These studies do not exhaust all the richness of the author's psychological prose and are unique in their method. There is only one literary exploration using the method of psychoanalysis, which we have above. It actualizes our study.

The aim of the study is to make a brief attempt to consider the main components of the psychoanalytic interpretation of the novel "Infection". To achieve this goal it needs to solve the following tasks:

- Identify ways of psychoanalytic interpretation in literary studies
- Interpret the novel "Infection" from the angle of psychoanalysis
- Indicate and analyze the fantasies, dreams, neuroses of the characters
- Trace the presence of the Oedipus complex
- Find the elements of dreaming in the novel "Infection"
- Trace the mechanisms of shift, thickening, indirect depiction which are inherent in the sleeps

It is quite reasonable that we choose the method of psychoanalysis, which involves finding out the reasons for the work, characterization and explanation of the main characters, interpretation of their fantasies, dreams, finds for the root causes of the main characters, analyses of the unconscious of the author and his manifestations in the work of art. The process of creation is inextricably linked with the author's unconscious. Creativity is a unique psychological phenomenon of self-knowledge and cognition of the world, which very often occurs accompanied by a universal fear of death and as a desire to overcome death (Zborovska, 2003: 12). The search for these archetypal expressions in the novel will help to clarify the depth of the writer's works and focus on the inner side of being.

## 2. The psychoanalytic interpretation of S. Protsyuk's novel "Infection"

Based on the provisions of traditional psychoanalysis, the artist appears to us as a neurotic who seeks to resolve his inner conflict. During the creation there is an energy overload: mental energy in the field of consciousness decreases sharply, instead deep energy streams of the unconscious are activated: a waterfall of the mythological and archetypal (primary) images and symbols is taken out of the depths of the soul. Lesia Ukrainka called this creative (manic) state "divine madness", "fits of insanity" (Zborovska, 2003: 12). Given this feature, the work of art before the researcher is an outpouring of unconscious of the author, like a kind of dream. The interpretation of which lays the foundations for the interpretation of a work of art, where the conscious element plays an important role in arranging spontaneous images (Zborovska, 2003: 60).

Two methods were adopted as the basis of the classical psychoanalysis in the literary criticism. The first one is psychobiographical, which involved the study of the author's inner biography. The second method, which partially converged with the method of analytical psychoanalysis, is a method of psychoanalytic interpretation of the text. Its methodology was developed in the analysis of dreams, fantasies and wit, carried out by Freud in the works "Interpretation of Dreams" (Zborovskaya, 2003: 64). The use of the second method will be

quite motivated, because we are more interested in the deepening of the content of works, the search in the work of art for classic psychoanalytic symptoms: Oedipus complex, fantasizing, dreams, hallucinations, sublimation, neurosis-psychosis. (*Vertiporokh*, 2013: 108). It is also necessary to take into account the understanding of the work as a dream and the search for the characteristic features of the work of dreams in the novel: in particular, shift, thickening, indirect depiction (interpretation of dreams).

Take, for example, one of the first novels of the writer's psychological tetralogy "Infection", all the above elements are present in the work. According to the protagonist, he grew up without a father: "Nikolai was called his father, who left his mother with small children and moved to Kirovograd region, where he was born, much younger than his mother, passion" (*Protsyuk*, 2012: 67). The age at which Sava lost his father is also indicated. In the text we find: "Sava is a half-orphan, his father left the family when the boy was two years old" (*Protsyuk*, 2012: 37). In the Chornokryl's psyche, the Oedipus complex was unsolved. This is because the first projections of the object of love of men are made on the mother. After some time in the boy's psyche there comes a moment when he unconsciously tries to replace his father and take his place. In Sava's case, the projections are fixed on the mother, and this complex remains unsolved: the son grows up, becoming more and more aware of his mother's femininity, and, unconsciously, instinctively succumbs to it. It is the unresolved Oedipus complex that causes further neuroses, psychoses, and unstable psyches (*Freud*, 1905). We find the expression of this in the hero: "Get rid of reflection, Savo, do not flirt with mental processes, this can get out of the hands of Western golden youth, alcoholics in a preprotein state, at the very least – a writer" (*Protsyuk*, 2012: 62). The hero had no projections on his father, which did not form a castration complex and did not lead to identification with the head of the family.

The fantasy is the mental activity caused by an inner urge to satisfy unconscious desire by creating figurative representations. Such mental activity of a person is due to the fact that reality, as a rule, satisfies a small part of his desires (*Zborovska*, 2003: 92). We find a lot of fantasy scenes. In particular, the main character's fantasies about money, that "a large and inflated, repeated and torn hundred-dollar bill hangs over the city, laughing and mimicking a human anthill" (*Protsyuk*, 2012: 36). The first fantasy of the protagonist, which we encounter, are "recipes for a decent family life", from which we learn that the family, according to the hero should live in such a way as to travel the world to, say, November 15 to be on premiere of the super-fashionable opera in Vienna, and on November 20 to attend the congress of the most right-wing French party. Cosmopolitan Paris, and in the fancy hall there are maxims about France for the French, the burden of a white man, the greatness of aristocratic blood..." (*Protsyuk*, 2012: 37). "Kyrylo, visually represents a venereological dispensary, vulgar medical staff..." (*Protsyuk*, 2012: 74), "in dreams Mykola Vasyliovych becomes a flaming torch" (*Protsyuk*, 2012: 25). Fantasizing of the main characters solves in some way unresolved neurosis and serves as a compensatory function between the existing and the desired.

The dreams in this novel deserve a special place and attention, because they carry deeply symbolic meanings, especially the hero's dream before the birth of his daughter, in which his mother comes to him "and puts on a hot, inflamed head mother's hand and asks him to be a good husband and father, not to inflict his own indifference, pain or anger on incurable ulcers of a tiny child" (*Protsyuk*, 2012: 62). Similar dreams appear in fateful moments in a person's life. In the case of Sava, it is a situation of choice: to keep the old way of life or to stop and start living in other way.

The appearance of this dream can be explained using classical psychoanalysis. Sava's Ego is in a difficult situation, actively working on possible scenarios: "And two angels are fighting in Sava's soul – black and white" (*Protsyuk*, 2012: 62). This easily explains the fact

that Sava has a “hot, inflamed head” (*Protsyuk, 2012: 52*). His dream manifests the struggle “It” with “Alter-ego”, and the Ego (consciousness) is thus in a state of slavery, as it becomes the center of this confrontation. “Alter-ego” wins because it offers to suppress everything low and animal that imposes on the “It”.

We find a similar understanding in another dream, where the hero is also in a difficult situation: “I recently dreamed that I was naked, all bruised, standing, tied to a massive iron piece. And here, on the one hand, Ivanka, on the other – Mariana, two of them were so happy and drunk, laughing until the frost went out of my skin. Both were in rags, Ivanka, however, was in white and bloody, and Mariana was in black and rusty. They danced around me, grabbed my arms, legs and nose” (*Protsyuk, 2012: 142*). In this dream we also find the opposition of black and white, as in the previous description. The symbolic load introduces a certain bifurcation, the eternal opposition of black and white, the opposition of the subconscious and higher ideals, “It” and “Alter-Ego”. Consciousness (“I”) appears naked and fragile.

The novel is also devoted to neuroses, because reading the novel we find its manifestations everywhere. Neurosis is the concept of psychoanalytic theory to denote the conflict between self and sexuality; is a derivative of the collision of culture with instinct (cultural conscious with uncultured unconscious) (*Zborovska, 2003: 43*). By other words, it is an influx into the consciousness of unconscious previously blunted desires that affect the behavior of the individual. In this state, the “I” of the person is able to control their actions and realizes the unreality and unattainability of these desires, while in psychosis, in place of “I” comes “It”, which becomes a new reality. Then the human for reality perceives the inner state of unconscious.

Peculiarities of neuroses are found in all characters of the novel: from the first pages of the novel we meet contradictions: “Sava did not like Galicia or Galicians” (*Protsyuk, 2012: 23*), and then below: “his wife is Galician” (*Protsyuk, 2012: 23*). This contradiction triggers a neurosis: “the inner volcano of rebellion against his wife...” (*Protsyuk, 2012: 59*). We find something similar in another hero: “Mykola Vasyliovych broke out of bed, cold sweat, water with sugar, elenium and other attributes of soft embraces of an acute neurotic attack” (*Protsyuk, 2012: 24*), “For some reason she cried, causeless tears, neuropath,” – this is how the author describes Ivanka (*Protsyuk, 2012: 33*), “Sometimes the artist was attacked by an army consisting of frustration, depression and hopelessness” (*Protsyuk, 2012: 72*). Also, the characters are united by a common neurosis, because they are in the same environment and such a reality does not suit to them. Trying to compensate for this, they fantasize that for a while they are restrained and consciousness resists the neurosis, however, as longer as they are on it, the more likely it is that their condition will progress to a state of psychosis.

### 3. The elements of the dreams in the novel “Infection”

At the conscious level, the images and the people enter our consciousness. Similarly it happens in dreams – something comes to us as an autonomous mental complex created from its own material. We are not aware of their motives, and therefore we say that they arise from the unconscious, assuming that they come from an autonomous mental apparatus, which is not under the control of our consciousness, but appears according to its own law (*Gliva, 2004: 132*). The same happens with the author, because his creation appears before us as a symbolized form of sublimated libido. Based on this, the work of a literary critic and a psychotherapist becomes almost the same, because symbolic connections are clarified and hidden meanings are found. The interpretation of dreams lays the foundations for the interpretation of a work of art, where the conscious element plays an important role in arranging spontaneous images. The dreamer



(similarly – the author) is involved in the secret knowledge of his own work. However, this knowledge may remain unknown. Therefore, Freud argued that the dreamer still knows what his dream means; he just doesn't know what he knows, and that's why he thinks he doesn't know anything. The unconscious creator (dreamer) and the conscious creator (writer) are helped by psychoanalytic interpretation (Zborovska, 2003: 60). Therefore, the work combines both the conscious element and the unconscious. Based on the positions of psychoanalysis, the dream conveys to us both individual experiences and images that are closer to the "Ego" and images that are unconscious.

Considering the novel "Infection", the reader pays attention to how often the author mentions the Ukrainian land, Kyiv, Galicia, the mood of the people, society: "rose from the depths of the Ukrainian land evil spirits and pilgrims. Young sprouts were starving on the capital's cobblestones. Someone pulled the sword of Archangel Michael out of his great-grandfather's chest" (Protsyuk, 2012: 27). This passage appears to us as a dream characterized by thickening. Concentration is one of the main mechanisms of dream and psyche work in the sphere of the unconscious, due to which individual elements and relations appear in a concentrated form, which contributes to the formation of brightness and integrity of the imagination (Zborovska, 2003: 75). This passage is full of images of the Archangel Michael, the earth, evil spirits, sprouts, cobblestones, which takes us to the relics of the unconscious.

We find something similar: "as if a barrier broke through, which restrained the pressure of the raging water, as if an anchorite and an ascetic, disappointed by many years of experience in the war books, began to look for a love with twenty-year-olds affair" (Protsyuk, 2012: 32). So we see water, an anchorite, an ascetic, the image of war books. We can say that this is a shift. Shift is an unconscious process in the work of dreaming and the psyche in general, due to which there is a transition of mental energy from one idea to another (Zborovska, 2003: 75). First the researcher is presented with water, then an anchorite, then an ascetic, then the war books. In addition to deviations from the logical sequence, shifts include all types of indirect images, the replacement of important symbols, metaphors, details, and so on. "Strange and incomprehensible feelings tormented the young woman, as if the horror and malt of touching Tarot cards or the fused existence of Siamese twins, in which, through the negligence of the great regent, were confused souls" (Protsyuk, 2012: 35). The author uses the images of a young woman, Tarot cards, Siamese twins, the great regent. We also observe the work of the dream in the following passage: "it turns into a seductive courtesan, a syphilitic drug lord, a suffering mother, a touching baby, an old man with leprosy" (Protsyuk, 2012: 36). The combination of these images is found only from six pages of the book. Let's try to combine them into one associative series: Archangel Michael, earth, demons, sprouts, cobblestones, water, anchorite, ascetic, war books, woman, Tarot cards, Siamese twins, and the great regent. The saturation of symbols and metaphors is high, a rapid jump from one image to another, and attempts to confuse and complicate those who perceive it all. Reading through the prism of these images indicates us our dreams.

Considering this, we can note another important work of dreaming: indirect image (transformation of ideas into images). Explaining the images, which appear both in the fantasies of the characters and in their dreams (in the author's unconscious) will help us find out the ideological direction of the work, its deeper meaning, and the original ideas that starts the novel.

#### 4. Conclusions

The study reveals us the significance of S. Protsyuk's novel "Infection". The indication that the author's art is psychological is presented by many researchers, which pushes us to

use the method of traditional psychoanalysis, which deepened art content and explained to some extent the behavior of the characters. Analysis of dreams and fantasies, neuroses of the main characters indicates the use of the unconscious matrix of the “unhappy character”. But this is not caused by the characters themselves, but by the environment in which they find themselves. The search for the elements of the work of dreams in the novel and their analysis indicates the high imagery of the author’s style. It is also an indication of the expression of the unconscious, the convergence of dreams and the work of the author. Hence, one of the ways of understanding his prose – from images to ideas, and from ideas to the general load and direction of the work. Explanation and understanding of the figurative world of the novel is an explanation and understanding of the author’s unconscious. The research gives rise to something new – the search for hidden meanings and ideas, the analysis of the characters themselves, as an expression of some complex of the author or memory.

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## THE CONCEPT OF “RELIGIOUS TERM” AND ITS BASIC FEATURES

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### Summary

The article deals with the problem, which has attracted scholars' attention in the field of terminology during the last several decades, namely the concept of the term and its common basic features. Although a lot of studies have focused on this issue, there is no precise definition and common understanding of the term. Having examined some previous works on the topic, we revealed that the wide range of different approaches to the problem are available. That is why the aim here is to investigate the concept of “religious term”, its features and functioning.

First of all, we have studied the common signs of the term, which are put forward in terminology and analysed the inconsistency of these features with real terms. We suggest that there is no ideal term at all, as a big amount of terms do not always meet the necessary requirements.

As a result, we assume that the Latin religious terms are not entirely “successful”. They are systemic, definitive and have a special scope. On the other hand, religious terms are often polysemic, inaccurate, metaphorical and have a lot of synonyms.

**Keywords:** definition of the term, ideal term, non-compliant term, basic features, necessary requirements.

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### 1. Introduction

Numerous scholars have focused their attention on the problem of basic signs, features and requirements for the terms in terminology. In particular, such scholars as S. Gryniiov-Grynevych, V. Vinokur, B. Golovin, A. Zagnitko, V. Gak, M. Vakulenko and others have dealt with this issue.

Some studies of the features and requirements for the terms were based on the material of separate terminological systems: I. Boyko (terms of cosmetology), M. Salamakha (terms of environmental protection), G. Gregul (legal terms).

Latin religious terminology is of particular interest because of the lack of scientific papers that would investigate it more broadly.

One of the major aims of this work is to examine definition of signs and requirements to terms. With this aim in mind, the article presents the concept of the “term” in general and the concept of the “religious term” as well. In brief, we compare different approaches to understand what “religious terms”, “sacred terms”, “theological terms” actually are. Finally, we conclude that religious terms are quite non-compliant.

In linguistics, there are two approaches to the term: structural-substantial and functional. Structural-substantial approach provides an understanding of the term as “a special word that exists within a particular industry and which, in contrast to the common word, has a number of special features: accuracy, conciseness, unambiguity, stylistic neutrality etc” (*Superanskaya, 1989*). Supporters of this approach were D.S. Lotte, T. Kandelaki, T. Kiyak.

Unfortunately, the main disadvantage of the substantial approach is the inconsistency of most of the terms with certain features, their deviation from the norm, and therefore, in

linguistics was defined a functional approach (V.G. Gak., V. Vinokur, B. Golovin, V. Leichik, S. Gryniiov-Hrynevyeh, A. Zagnitko, I. Kochan, I. Kvitko and others). According to the functional approach, the term is not a special word, but "function, type of use of the lexical unit" (*Gak 1971: 68*).

We support the second one and consider the terms in our study in the context of the functional approach.

## 2. What is religious term?

Despite the variety of definitions of the "term" in linguistics, it seems to be no general definition. This is primarily caused by the lack of clearly defined characteristics, as a result of which each scholar understands this phenomenon in his own way (*Statsyuk, 2016: 113*). Therefore, we are going to provide the most common definitions of the term.

As reported by V.A. Tatarinov, the term is a linguistic sign (word or phrase), which corresponds to a special concept, phenomenon or object (*Tatarinov, 1996: 157*).

O. Selivanova points out that the term is a word or a phrase that denotes the concept of a special sphere of communication in science, production, technology, art or in a particular field of knowledge or human activity (*Selivanova, 2006: 617*).

O. Shmelyova interprets the term as a unit of national language, which simultaneously belongs to a special language subsystem and therefore acts as a special language unit, which names special and professional concepts, which allows to distinguish them among other units of the language system (*Shmelyova, 2010: 10*).

A well-known Ukrainian terminologist E. F. Skorokhodko claims that a term is a word or established phrase that expresses a special concept of science, technology or other field of human activity, and has a definition that reveals the features of this concept which are relevant to this area (*Skorokhodko, 2006: 7*).

In our opinion, I. Kvitko offers a comprehensive definition of the term: "A term is a word or verbal complex that correlates with the concept of a certain organized field of knowledge (science, technology), which enters into a systemic relationship with other words and verbal complexes, forms together with them in each case and at a certain time a closed system characterized by high informativeness, unambiguity, accuracy and expressive neutrality" (*Kvitko, 1976: 21*).

According to the above definitions, "term" is considered to be a special word or phrase that is used to denote a special concept of a particular field of science or technology.

It is worth noting that the scholars, who study religious terms, distinguish between the concepts of "sacred term", "theological term", "religious term".

**Sacred terms** are the names of religious ideas, concepts and categories, as well as the names of actions, processes, objects, symbols and subjects of religious practice (*Dictionary of Ponomarev, 2001: 72*). The concept of "sacred term" (which comes from the Latin word "sacer" – "holy, sacred"), as it is noted by M. Veresh, is used in the context of Scripture and worship and has a limited scope (*Veresh, 2013: 104*).

We hold the view that the concept of "sacred term" is more appropriate to use in relation to the characteristics of phenomena and objects of religious worship, sacraments, places of religious worship, objects of church use, because we often understand these concepts as "sacred" or "those intended for gods (God)".

**Theological (Christian-theological) term** (M. Veresh, L. Zakrenytska) refers to the science of theology, because it reflects the essence of theological realities, and the words that denote them are Christian-theological terms (*Veresh, 2016: 23*). The theological term also has

a certain semantic limitation, as it describes and denotes only those concepts that are related to Christianity.

**Religious term** refers to the widest range of religious concepts and refers to any religion in the world or not (atheism, agnosticism, sect, etc.). For example, within the studied Latin religious terminology, we also single out terms-mythologies, terms-paganisms.

In agreement with E. Zhernovey, a religious terminological unit is defined as a word or verbal complex that correlates with the concept of any religion or religious science, enters the systemic relationship with other similar words or verbal complexes and forms a closed system with them, which is usually characterized by high informativeness, accuracy and neutral expressiveness (Zhernovey, 2003: 5).

Interestingly, some scholars distinguish more narrowly specialized concepts within the religious term, for instance “church-religious term” (I. Vorona, A. Kovtun, S. Bibla); “church-ritual term” (N. Puryaeva); “liturgical and ritual vocabulary” (Yu. Osinchuk).

Conforming to the above definitions, the studied "religious term" will be defined *as a word or phrase that denotes a special concept or object of the religious sphere, namely: religious ideas, concepts, categories, as well as the names of actions, processes, objects, symbols and subobjects of religious practice, proprial names.*

### 3. Requirements for the term in terminology

Researchers interpret and define the features and requirements for the term in a different manner, so we present the most well-known and generally accepted in linguistics.

According to W. Schmidt, the term must have such properties as professional orientation, content, accuracy, unambiguity, brevity, as well as aesthetic, expressive and modal neutrality (Schmidt, 1969: 12).

S. Gryniiov-Grynevych lists the following requirements: notation, belonging to a special field of knowledge, definitiveness, meaning accuracy, contextual independence, conventionality and purposeful nature of appearance, stability and reproduction in language, nominativeness, stylistic neutrality (Grinev-Grinevich, 2008: 30).

O.S. Petryna, in her investigation into the functioning of English and Ukrainian terminology of the banking sector, lists the following requirements for the terms:

1) connection with the scientific concept; 2) the presence of a clear definition; 3) systemicity; 4) special scope; 5) the tendency to unambiguity within the terminological field; 6) relative independence from the context; 7) the term must be accurate, clear; 8) the term must be short (concise), semantically transparent; 9) it is important for the term to avoid synonyms and homonyms; 10) plan of expression – a word or phrase; 11) stylistic neutrality; 11) the term tends to melodiousness (Petryna, 2016: 17-18).

Many scholars also adhere to the correspondence “one concept – one term”. We consider it is crucial to note that it is an ideal scheme rather than a statement of the real state of affairs. Usually, one term can express different meanings and concepts, therefore a lot of terms are polysemic.

Obviously, these assertions seem to be reasonable and acceptable if to speak of an ideal term. That is why several remarks should be highlighted to the given requirements, namely: 1) not all terms are systemic (have clear genealogical connections and sufficient word-forming potential); 2) most of the above features and characteristics are inherent only to “successful” terms; 3) the criterion of neutrality / expressiveness is not always appropriate (Vakulenko 1996: 25-26).

#### 4. The main features of the religious term

We highlight the following main features of the term:

**1) *nominativeness*.** The term belongs to a special field of use due to the fact that it is used to name (names, nominations) concepts. This property of the term is the most important, because it determines not only the belonging of the term to a certain field of knowledge, but also all its other properties (*Grinev-Grinevich, 2008: 26-27*).

**2) *unambiguity or a tendency to unambiguity*.** It is necessary for terms to be monosemic, therefore ambiguity is traditionally considered to be negative and unacceptable phenomenon in terminology. However, the unambiguity of the term is rather an ideal, because polysemy is quite common both in common vocabulary and in scientific language. A large number of new terms are formed precisely due to semantic term formation, and hence change their meanings or add new ones.

In particular, religious terminology is also characterized by the phenomenon of polysemy, where one lexeme expresses different concepts for common and scientific language.

Thus, for example, the term lexeme “oblatio” is ambiguous, where the first meaning is “immolation / sacrifice”, and the second meaning is “liturgy / church service”; the term “memoria” is used in common language in the meaning of “memory”, and in religious terminology has developed another meaning – “grave” etc.

**3) *lack of synonyms and homonyms*.** The ideal term should be precise and unambiguous, so there should be no synonyms. However, “the ability of polysemic terms to belong to different paradigmatic series leads to the emergence of synonymous, antonymous and homonymous relations” (*Zakrenytska, 2011: 29*).

A study of the Latin religious terminology has shown that synonymous relations are frequent, for instance: *lavacrum* (*Per. Aeth. XLV, 4*) / *baptismum* (*Per. Aeth. XLV, 4*) / *aqua sancta* (*Conf. IX, 2*) – these three terms are equally used to denote the concept of “baptism”; *operatio* (*Per. Aeth. XXIV, 7*) / *oblatio* (*Per. Aeth. IV, 3*) / *missa* (*Per. Aeth. XLIII, 3*) mean “worship”; *affigentes* (*Conf. VIII, 6*) / *neofiti* (*Per. Aeth. XLVII*) – both terms have the meaning of “new converts” > people who have just become Christians; *votum* (*Conf. VI, 2*) / *oratio* (*Per. Aeth. IV, 3*) / *prex* (*Conf. IV, 3; V, 9*) – all three tokens denote the concept of “prayer” etc.

**4) *accuracy*.** The term must fully and accurately convey the essence of the concept it denotes. This means that the length of the term should be sufficient to denote the concept and sufficient to distinguish it from similar concepts (*Salamakha 2014: 50*).

The exact term does not have to be short and monosyllabic. Composite terms and multicomponent terms in terminology are the best way to convey information and reflect the features of the term more accurately, because they contain additional component (sometimes several ones) which specifies the meaning of another: *dies dominica* > *Sunday* / *dies dominica paschae* (*Per. Aeth. XL, 2*) > *Easter Sunday*; *missa* > *service, worship* / *missa matutina* (*Per. Aeth. XLVI, 1*) – *morning service* / *missa lucernaris* (*Per. Aeth. XXV, 6*) – *evening service*.

**5) *motivation*.** As a result of motivation, language signs are used to convey term concepts by giving them a new, terminological meaning or by constructing new signs (*Zanizdra, 2007: 99*).

A detailed definition of motivation is given by M. N. Yantsenetska, who by word-forming motivation means the ability of a word to express the internal formal semantic organization on the basis of its dual (basic and formal) correlation, which reflects methods and means of transmitting verbal information, available in language (*Yantsenetska, 1979*).

The difference between morphological and semantic motivation can be traced on the example of complex word-terms, where the main meaning is “semantic reading”, and structural

characteristics are less important (*I. Boyko, 2018: 39*). The most complete expression of the motivation of the term is its systemicity – semantic transparency, which allows to form an idea of the concept called the term (*Grinev-Grinevich, 2008: 34*).

**6) systemicity.** Each term operates within a certain terminology, has its own specific place and expresses its terminological meaning. Outside the terminology, the term can take on other meanings or nuances. One of the signs of the systematic nature of terms is the reflection of the origin and development of the terminological system in which they exist and functionate, form terminological nests.

To begin with, a terminological nest is understood as a set of terms united around one common nuclear component. Terminological nests are formed as a result of a syntactic method of term formation, in the process of which “the main component acquires the status of definition, and vice versa, the defining component of the term – the status of the basic component of the derived nomination” (*Kazarina, 1998: 154*). For example, the term *liber* is a nuclear component of such terminological units as: *libri ecclesiastici* – Church books, *divini libri* – Holy books, *liber Genesis* – Book of Genesis, *liber Deuteronomii* – Book of Deuteronomy, *libri tui* – Your Books (God’s Books), *liber regnorum* – Book of the Kingdoms, *Manichei libri* – Manicheans’ books etc.

The lexeme *ecclesia* forms the nest of the terms > *ecclesia Chrysti* – Church of Christ, *ecclesia unica* – One Church, *ecclesia grandis* – a big church, *ecclesia catholica* – Catholic Church.

Systematic terminology is closely combined with the concept of classification. Through the classification scheme the logical-conceptual structure of the subject branch in the set of its connections is revealed and illustrated (*Zakrenytska, 2011: 7*).

**7) definiteness of the term.** The term differs from the commonly used word in that way, that in common vocabulary the boundaries between the words meanings may be unstable, while terms highlight their semantic boundaries clearly. That is why definiteness is one of the main requirements to the term, because it helps the term correlate with a specific concept.

As noted by A.V. Lemov, the presence of the term definition is an important condition for distinguishing it from the general literary word, as well as for the creation, storage and transmission of scientific information (*Lemov, 2000: 42*): *caelibatus* (*Conf, VI, 3*) – celibacy – “compulsory celibacy introduced for the Catholic clergy and Orthodox monasticism”; *pentecoste* (*Per Aeth XXV, 6*) – Pentecost – “50th day after Easter”; *ieiunium* (*Per. Aeth. XXVIII, 3*) – fast / fasting – “abstinence from sins and food for a certain period of time” etc.

**8) stylistic neutrality.** Terminology strives for the accuracy and unambiguity of the term, and hence for stylistic neutrality, the absence of emotionally expressive coloring. The term must not be figurative, must not cause additional figurative representations, only be limited to a clear scientific concept.

However, according to M.O. Vakulenko, stylistically neutral terms are not necessarily the most appropriate. The differences between artistic and scientific style, between literature and terminology are not so significant as to completely contrast them (*Vakulenko, 2010: 54*).

The secondary nomination is a result of the creation of a large proportion of the studied terms, because religious terminology is characterized by expressiveness and numerous symbolisms and is filled with stylistically marked terms – metaphors and metonyms: *terra repromissionis* (*Per. Aeth. XII, 5*) – Promised Land; *terra sancta* (*Per. Aeth, V, 2*) – Holy Land; *arbor veritatis* (*Per, Aeth. VIII, 4*) – Cognitive Tree; *caelestis imperator* (*Conf, VII, 21*) – King of Heaven; *spiritalis mater nostra* (*Conf, VII, 1*) – our spiritual mother (Church); *tortuosae viae* (*Conf, VI, 16*) – thorny path; *regnum uxorium* (*Conf, VI, 15*) – Kingdom of Marriage; *memoriae sanctorum* (*Conf, VI, 2*) – memorial service etc.

**9) brevity and conciseness.** The shortness of the term in terminology is rather a desirable feature, because cumbersome terms are not easy to use and remember. Structural analysis of the

religious terminology system proves that the largest share is occupied by one-word terms (root and derivatives) and 2-3 component constructions.

Multicomponent constructions consisting of 4 or more components are not widely used in the studied terminology, what is a positive phenomenon.

## 5. Conclusions

The most satisfactory conclusion that we can come to is that a sample of the studied Latin religious terms shows that these terms have all the necessary features and meets all the needs, which are important for terminology: they are systemic, have a definition, have a special scope, partially have the features of accuracy, unambiguity, brevity. On the other hand, the studied terms are characterized by a high degree of stylistic coloration, what is a relative disadvantage.

The analysis also confirmed that Latin religious terms are not fixed, but are functional, mobile. This means that the term functions freely within the functional-semantic field, can be a constituent of the nuclear sphere, perinuclear, have features of both commonly used word and scientific term.

In view of this, the prospect of further research is the consideration and study of the functional features of the term, the peculiarities of its existence within the lexical-semantic field, the division of Latin religious terms into thematic and lexical-semantic groups.

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## PROSE-WRITER'S POETRY: A CORRELATION BETWEEN D. LESSING'S EARLY POETIC WORK AND LATE PERIOD NOVELS

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### Summary

The article is devoted to the study of the poetic work of D. Lessing, the Nobel laureate, better known for her prose. There is a small amount of research on this topic in foreign literary criticism. Such scholars as N. Bentley, C. Murray assess the author's poetic work in close connection with her programmatic feminist novels 'Golden Diary', 'Martha Quest'. Nevertheless, the issue of her early poetry and novels of the late period reveals common features and are promising for study, which determines the relevance of this article. The theme of creative nostalgia, longing for the lost home, exile, feeling of rootlessness is transparent for D. Lessing's work and are present in many of her creations. The writer, experiencing 'the trauma of migration' somehow tries to recur in her works to the location of Africa, a long-forbidden territory for her. Such a creative 'return' for D. Lessing is a way of reconstructing memories, analyzing them, and comparing the past and the present. The author thematizes the problems of collective sin and guilt atonement as a way of self-reinterpretation both in her poetry and prose.

**Keywords:** D. Lessing, initiation, nostalgia, novel, poetry.

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### 1. Introduction

A literary analysis of D. Lessing's creative heritage testifies the writer's preference for the prose form. Her poetic works are considered to be much inferior to prose in the matter of volume and are almost completely unknown to the general public. D. Lessing's oeuvre comprehends about seventy prose works of various literary genres: novels, collections of short stories, journalism, autobiographical works. Nevertheless, the phrasing of the Nobel Committee does not limit her merits exclusively to prose: 'That epicist of the female experience, who with skepticism, fire and visionary power has subjected a divided civilization to scrutiny' (*Nobel Committee, 2007*). Thus, D. Lessing's poetic work is fewer than prose: two collections of her poems 'The fourteen poems' (1959) and the anthology 'The Wolf People', co-authored with R. Twigger and T. Benson (2002), are known.

**The aim of the study** is an analysis of two poems from the poetry collection 'The fourteen poems' (1959) and their correlation with the late novels 'Mara and Dann' (1999), 'The Story of General Dann, Mara's Daughter, Griot and Snow Dog' (2005) for finding a deep motive connection between D. Lessing's poetry and prose.

To pursue the given aim it is necessary to fulfill such **task** as:

1. Analyze modern research on D. Lessing's poetic works.
2. Define the concept of 'nostalgia' in the writer's heritage.
3. Exemplify the perception of Biblical 'sin' and 'guilt' and its representation in text.

**The methodology** of the study requires applying an integrated approach based on the synthesis of such methods as mythocritical and structural-semiotic, biographical, comparative-historical.

## 2. D. Lessing-poet as a subject of study for researchers

D. Lessing's poetry, compared to novels, has become the subject of attention of a few foreign scholars (Nick Bentley, Christine Murray, Robin Graham). Researchers of D. Lessing's poetry point out at common with prose problems thematization, important for all her work. In particular, the collection 'The fourteen poems', written in the period 1940-1950, according to the British literary critic N. Bentley, is an experiment with various forms of "literary self-expression", and is a kind of reaction of the author to the disappointment in the ability of traditional realistic the novel to convey a sense of fragmentation and disconnection of the modern world" (Bentley, 2015).

The American researcher S. Watkins mentions the poetry of this period is characterized by "critical and creative nostalgia" for the post-colonial past of Southern Rhodesia, the small homeland of D. Lessing (Watkins, 2010). N. Bentley applies the term "trauma of migration" to depict the lyrical hero's longing and to reproduce the feeling of his "alienation" to the new space, the impossibility of returning to the dream homeland.

British scientist D. Walder concludes that after moving to Britain from the periphery D. Lessing experiences a sense of detachment, rootlessness, and estrangement, which is embodied by reevaluating herself through several figurative constructions (Walder, 2008: 113). The researcher puts into action the term "postcolonial nostalgia", which is interpreted as a kind of representation of the writer for her identification with the past. D. Walder emphasizes the need to read the poetic and prose works of D. Lessing through the prism of the postcolonial present.

Ukrainian researcher L. Miroshnychenko, while studying the author's prose, hypothesizes that nostalgia has become a way of expressing D. Lessing's assessments of the past as a "generalized record" and alternative modeling of history as 'the past that became part of someone's life' (Miroshnychenko, 2012: 179).

## 3. Creative nostalgia in 'Fable'

The poem 'Fable', first published in 1949, included in the collection 'The fourteen poems', according to N. Bentley, can be considered a nostalgic poem. The literary critic suggests that the collection of poems creates a lyrical hero who resides in the northern hemisphere, but often nostalgically looks back to the south, which is associated with warmth and infinite space". According to N. Bentley, the creative nostalgia that is "embedded" in poetic form indicates that D. Lessing is trying to find ways of self-expression, both in poetry and in a wider discourse (Bentley, 2015).

The first line of the poem begins with the person pronouns 'I' and 'We': *'When I look back I seem to remember singing' / Yet it was always silent in that long warm room./ Impenetrable, those walls, we thought'*.<sup>1</sup>

The lyrical hero returns to the world of her childhood. This warm, quiet room is a refuge from the indifferent dark world outside. The feeling of complete security is inspired by the

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<sup>1</sup> Christine Murray. 'Fable' and 'Oh Cherry Trees You are Too White For My Heart' by Doris Lessing . Available at: [https:// poethead.wordpress.com/ author/ poethead](https://poethead.wordpress.com/author/poethead)

repetition of “soothing” adjectives warm, quiet, silent, reminiscing a lullaby. However, children for the present, innocent girls who have yet to go through the stage of adulthood, play in a protected space: *‘Dark with ancient shields. The light,/ Shone on the head of a girl or young limbs,/ Spread carelessly. And the low voices,/ Rose in the silence and were lost as in water,/ Yet, for all it was quiet and warm as a hand.’*

This palace of memory that stands in the coasts of the night, nonetheless, is not completely isolated: *‘If one of us drew the curtains,/ A threaded rain blew carelessly outside./ Sometimes a wind crept, swaying the flames,/ And set shadows crouching on the walls,/ Or a wolf howled in the wide night outside.’*

The outside world ever and again “breaks” through the veil, slowly destroying this palace of memory, washing away and mixing memories: *‘It might have gone on, dream-like, for ever./ But between one year and the next – a new wind blew?/ The rain rotted the walls at last? Wolves’ snouts came thrusting at the fallen beams?/ It is so long ago.’*

The space of the night, which exists outside the warm room, is a world dominated by men, and the lyrical heroine tries so fervently to hide from in her memories. The walls, which previously seemed eternal and impenetrable, have disappeared, leaving her defenseless against the universe.

The mimetic picture which arises in the imagination of the heroine is created by means of reception of a ring – at the beginning and the end of poetry the identical scheme “to remember singing” is used: *‘When I look back I seem to remember singing./ But sometimes I remember the curtained room./ And hear the far-off youthful voices singing.’*

The pause that occurs before these lines is a doubt in the authenticity of memory as a concept. Feelings of security and innocence are unreliable, flickering, resembling a ghost. Memories seem to be “supplemented” by the imagination, blending into a single inseparable total. It’s impossible to find the limit of this combination: only the contrasts of the binary oppositions darkness – light/beams, singing – silence, indicate the existence of two worlds.

D. Lessing thematizes the process of growing up (‘coming of age’) also in the novels – from the early works of ‘Martha Quest’ and ‘Grass is singing’, in which she depicts the life of female characters, describing the obstacles and prejudices encountered by them, to late novels on their way to “self”, to the later novels ‘Mara and Dann’, ‘The Story of General Dann, the daughter of Mara, Griot and the Snow Dog’. According to D. Walder, the novel ‘Mara and Dann’, is an example of nostalgia for the future, where Africa becomes the center of the world and the cradle of new life (Walder, 2008: 104).

#### 4. Concept of sin in ‘Oh Cherry trees you are too white for my heart’

The motive of atonement for sin is actualized in both D. Lessing’s poetry and prose. The free-verse poem ‘Oh Cherry trees you are too white for my heart’ is replete with biblical symbolism. In the Christian tradition, the symbolic image of cherry is sometimes used instead of an apple, the fruit of the tree of knowledge. In painting, the image of the Madonna and Cherry is depicted in paintings by Titian, Dutch artists Joos van Cleve and Dieric Bouts, Flemish artist Quentin Matsys and others. It’s obligatory to allude to The Cherry Carol, a song of the Virgin Mary’s journey to Bethlehem. At her request, the cherry trees bend down to give her fruit, which correlates with the third line of the poem: ‘And all your boughs go dipping towards the river’.

Notwithstanding in the biblical tradition the dipping branches represent the life-giving origin, in D. Lessing’s poetry the Christian semantics is transformed: the tree blooms, but does not bear fruit, it “bends” to the ground. The young tree slowly dies, falling out of the cycle of rebirth and death. The world tree, the center of the universe, is declining, it is “oppressed” by guilt for the sins

of mankind. It mourns with white petals that are too pure and innocent for this world. The personal experience of collective guilt is reflected in the lines: 'And every drop is falling from my heart'.

Anaphoric lexical and syntactic constructions found in the first lines of poetry – '*And all the ground is whitened with your dying,/ And every drop is falling from my hear,/ And all your boughs go dipping towards the river*' are used to create the effect of injecting a picture of sacrifice. The obvious presence of the author is replaced, according to M.M Bakhtin, "by creative dissolution in the external sound and internal pictorial and rhythmic form" (Bakhtin, 1979: 113). The author "delegates" his powers to the lyrical hero, who is literally dissolved in the landscape.

In the writer's poetry, the lyrical hero turns to higher powers to atone for his guilt and asks for justice from a bearded angel who will stop arbitrariness and stretch the saving twig of a cherry. Yet, in the following lines '*The bearded angel, four-square and straight like a goat,/ Lifts a ruminant head and slowly chews at the snow*' angel "turns" into a goat, in fact equating to Azazel, a fallen angel, a demon of the desert, who rebelled against the will of the Almighty. According to Biblical text, a "scapegoat" is sacrificed to Azazel. Sacrificial animal is supposed to symbolically take all the sins of mankind and die in the wilderness: "And Aaron shall cast lots upon the two goats; one lot for the Lord, and the other lot for the scapegoat" (Bible, King James Version).

The artistic world of D. Lessing's prose is also saturated with biblical symbolism: the fate of the main characters of the dilogy is a reflection of an ancient ritual: the symbolic laying of sin on two sacrificial animals. Nonetheless, Mara and Dann's wandering through the desert of Ifrik doesn't bring them an expected death, the characters are imprisoned in a confined space. No angel will give a saving hand. Travel journey correlates with the mythological motif of the road, the return to the lost Paradise. In the text of the dilogy, there is a biblical motif of the journey, the search for the "Holy Land", which Mara and Dann are obliged to lead. However, their "flock" refuses to follow their "rescuers", so the sister and brother are forced to pull on ritual clothes alone and go on, hoping for salvation, like obedient dumb animals.

The image of the sacrificial goat in D. Lessing's poems correspond to the fine arts. In particular, the well-known painting of the English Pre-Raphaelite William Holman Hunt 'The Scapegoat' (1854-1856). In the foreground of the picture, one sees a scapegoat in a desert land that has turned white with salt. In the background, the skeletons of dead animals are depicted in detail. R. L Stein studied the poetics of the Pre-Raphaelites and noted their '*desire to materialize the ideal, fictional worlds and make them visually convincing*' (Stein, 1975: 124).

Hunt's painting is distinguished by attention to the smallest details, their almost photographic realism. Due to such detailing, the viewer is not presented with an abstract embodiment of sin, but with an unfortunate creature who is doomed to die. The imminent death of an animal becomes apparent due to physical signs.

While W. Hunt carefully draws the figure of a sacrificial goat (from a red sacrificial wreath on the horns to a tongue protruding from thirst), D. Lessing simply depicts a ritual animal of the Old Testament, which has long since become a metaphor. Unlike Pre-Raphaelite aesthetics in its pursuit of a detailed reflection of the physical world, D. Lessing prefers a metaphysical reproduction of the sin concept. The writer deliberately avoids excessive detail, both in poetic and prose texts. The portrait characteristics of the characters are often fleeting, focusing on one characteristic feature: '*She could see herself, so thin, only bones with skin stretched over them. Her eyes were deep in her face*' (Lessing, 2009).

The author's skepticism in poetry finds its expression in a special syntax, filling it with interrogative sentences that complete the poem: '*Goat, must you stand here?/ Must you stand here still?/ Is it that you will always stand here,/ Proof against faith, proof against innocence?*'. Lexical repetition serves to reinforce, emphasize the main idea: putting the blame on another does not deprive the feeling of guilt, but only fortifies it. Twice repeated within the same line,

‘proof’ and ‘against’ are intended to deny any existing faith or innocence. The effect is enhanced by the repetition of the verb ‘must’, which has a mean of ‘total obligation’.

The lyrical hero addresses the image of an angel indirectly: *‘Now if there is justice in the angel with the bright eyes, / He will say ‘Stop! ‘And hand me a bough of cherry’.*

The abstract concepts of ‘justice’, ‘faith’, ‘innocence’ appear as immeasurable epiphenomena, while ‘goat’ has both a physical embodiment (animal) and an abstract (incarnation of sin). The noun ‘justice’ refers to the line where the bearded angel is mentioned, but the English sentence is conditional, expressing uncertainty, distrust, and therefore the very concept of justice is imprecise. The poem is expressed in the present and future tenses, so it’s about the impossibility of redemption.

### 5. Memory and its nature in the text

The theme of collective memory is the subject of both lyrical poetry and prose. The ‘Mara and Dann’ dilogy touches on the idea of oblivion, the unreliability of human memory as such. The ecological catastrophe caused by mankind’s actions has forced all living things to return to the cradle of life in Africa. The passage of time increasingly removes and erases from memory both the catastrophe itself and its causes. A desperate attempt of the ancestors to preserve the cultural and technical heritage of the past, to realize their own mistakes is futile. The human race is punished and remains in a kind of dream.

The theme of oblivion in a magical dream is also revalent in the last novel of the Nobel laureate, K. Ishiguro ‘The Buried Giant’ (2015). The work of K. Ishiguro, who immigrated with his family from Japan to Britain at an early age reveals common cross-cultural trends with D. Lessing.

However, D. Lessing in order to resolve the conflict between human permissiveness, the desire for power over the essence “turns” to the concept of eschatological myth, where the end of the known universe is a divine punishment for sins. In the mythological tradition, the world after a cataclysm (flood, earthquake, plague) plunges into chaos, which must be ordered. The “restart of time” happens. Thus, the repetition of the cosmogonic cycle arises. E. Meletinsky, a Soviet folklorist, suggests that such a concept of the “golden age” can be “directed” from chaos to space, and vice versa, endlessly repeating (*Meletinsky, 2000*).

K. Ishiguro resorted to a magical solution to the conflict between *alive* enemies. There can be no peace between the British and the Saxons, who have just ended a bloody war. Memories of killed comrades are still alive. The mist that has engulfed Britain erases all contradictions. The fog appears as a kind of “branch of reconciliation”, which allows combining the past, full of trouble, with the present, permeated with ghosts and lies. The authorial world of fragmented Britain, however, is more reminiscent of the afterlife – there is no place for wars, but the magical fog destroys what defines man from an animal – memory. Since memory cannot be selective, the murder of the dragon Querig, whose breath held back the onset of new troubles, marks the return of the memories of the people, and hence the guilt for the fratricide.

“Oblivion” in D. Lessing’s novel differs from the state in which the characters of ‘The Buried Giant’ bides, as it becomes a factor that makes it impossible to realize guilt. The generations that led to the apocalypse are long dead, their descendants have no memories of what happened, so they tend to repeat the mistakes of their predecessors. Time is moving further and further away from the point of catastrophe, erasing the boundaries of past and present.

There is a relevance for a guide who will pull humanity out of a long sleep and take on all the burden. There is a kind of transformation of collective sin into individual, its transfer from all mankind to a pair of scapegoats. Such figures are the main characters of the dilogy, Mara and

Dann. The inevitable death to which a sister and brother are sent must wash away all the sins that mankind has committed.

## 6. Conclusions

Thus, the poetic work of D. Lessing, the author better known as a prose writer, reveals a common with prose thematization of important issues for all the author's heritage. The theme of creative nostalgia for the past, a desperate attempt to return to the world of childhood, a safe space is found in both the poetic works of D. Lessing and prose. Human memory becomes a tool for the study of the past, but after supplementing by the imagination, mixing with it turns out to be unreliable. Returning to the world of childhood in memories and rejection of adulthood, coming of age appears to be another common feature of poetry and prose. The lyrical heroine of the poem 'Fable', immersing herself in the depths of her memory, tries to protect herself from the hostile male world. The dimension of childhood, which exists only in distorted memories, emerges as a fortress, and an alien real-world outside, which always breaks through to the safe space of imagination.

D. Lessing's work reveals the presence of biblical motives, in particular the study of guilt and collective sin. The lyrical hero of the poem 'Oh Cherry trees you are too white for my heart' appeals to higher powers in search of justice and forgiveness, but is defeated. The angel, the mediator between God and men, who is supposed to "extend a saving hand" to bring order is transformed into a goat, in fact being equated with the devil. The lyrical hero is left alone in the desert with own feelings of guilt.

The author addresses the image of the scapegoat also in prose, "turning" the main characters of the dilogy 'Mara and Dann' into sacrificial animals. Their suffering and death must wash away all sins, and thus return humanity to the lost paradise.

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## METHODOLOGICAL FEATURES OF THE TRAINING OF A FUTURE PRIMARY SCHOOL TEACHER FOR ORGANIZING CHILDREN'S LEISURE ACTIVITIES

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### Summary

The article has analyzed and covered methodological features of the training of a future primary school teacher for organizing schoolchildren's leisure.

*The aim* of the article is to substantiate the principal methodological features of efficient training of future primary school teachers for organizing children's leisure activities. The aim has been implemented through solving the following tasks: 1) to show a need to take into account the age and individual characteristics of primary school children in the system of professional training of a teacher; 2) to justify special aspects of children's leisure by marking its specific kinds and types as well as the principles of high-performance organization.

In order to achieve the purpose and to complete the tasks, the author has used *the methods* of analysis, synthesis, induction, deduction, generalization and systematization.

It is emphasized that the training system of a future primary school teacher for organizing leisure of a child as its subject should comply with general task-age features of the development, content, dynamics and progress of which has its specifics. A primary school child is considered not as a passive object of leisure activities but as their subject, a creator realizing his preferences and satisfying his interests.

The main methodological features of the system of training of a future primary school teacher for organizing pupils' leisure are defined as follows: consideration of the age and individual peculiarities of schoolchildren, specifics of children's leisure when organizing leisure activities for junior schoolchildren, students' mastery of competencies to involve children into those kinds, types and forms of leisure activities which facilitate the development of a creative potential of an individual, his drive for self-development, self-improvement and self-esteem in a micro-environment and society. Based on the defined criteria features, the author has established forms, types and principles of the leisure activities of primary school children.

**Keywords:** children's leisure, leisure activities, methodological features, training system, future teachers, knowledge-age approach.

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## 1. Introduction

A task of the modern school, especially of its basic unit, is to train a future citizen and worker, who realizes his social responsibility, is a subject of the personal and professional growth, embraces various types of creative activities. In this regard, a pride of place goes to the development of schoolchildren's skills to organize their spare time efficiently because it provides the most favorable conditions for recreational processes, which relieve intensive physical, intellectual, mental loads of a person. In light of the before mentioned, an essential component of the professional training of a future primary school teacher for organizing leisure activities of junior schoolchildren is his methodological background in the organization of children's leisure which in turn should cover the specifics of those sort of activities (their kinds, forms, types) and requirements for their organization in terms of primary-school age.

Analyzing the issue of professional becoming of a future primary school teacher, O. Abdulina, V. Bondar, O. Dubaseniuk, O. Budnik, P. Husak, L. Koval, O. Komar, I. Osadchenko, R. Prima, O. Savchenko et al., primarily examine it from the standpoint of professional training. K. Avramenko, N. Hrytsai, O. Mitina, V. Motorina, S. K. Tkachenko et al. have studied a methodological component of the professional training of future teachers. Methodological features of the training of future primary school teachers have been analyzed by T. Amelchenko, N. Maksymenko, N. Cherviakov, I. Upatova, who cover the essence and conditions of successful implementation of the methodological training of students, specify its options in the educational process. In this research, the author focuses on the methodological provisions which should be kept in mind during the training of future primary school teachers for an efficient organization of children's leisure.

The article **aims** to substantiate the main methodological features of effective training of future primary school teachers for organizing children's leisure. The aim has been implemented through solving the following tasks: 1) to show a need to take into account the age and individual characteristics of primary school children in the system of professional training of a teacher; 2) to justify special aspects of children's leisure by marking its specific kinds and types as well as the principles of effective organization.

In order to achieve the purpose and to complete the tasks, the author has used *the methods* of analysis, synthesis, induction, deduction, generalization and systematization.

## 2. Research results

While training future primary school teachers for organizing children's leisure, the author has had regard to the provisions stating that pupils' leisure is characterized by the specific features, among which are such priorities as freedom and justification of this type of activities, focus on meeting needs, interests and preferences of an individual; a drive to join different forms of work having modern names, content, plot etc. In the context of this research, the author has considered a schoolchild not as a passive object of leisure activities but as its subject, a creator realizing his preferences and satisfying his interests. Thus, *the task-age approach* (L. Vakhovskiy, M. Mykhailenko, O. Piesotska, S. Kharchenko et al.) has been determined as a methodological basis of the system of the training of a future primary school teacher for developing a primary school child as a subject of leisure activities. The essence of the approach has been expressed through the following generalized provisions:

– at every stage of the life course, a person faces a range of tasks, the exercise of which influences his/her personal development;

- education should be based bearing in mind a favorable solution of these tasks at every stage of a person's life;
- individual nature of a person's education having the task-age approach in mind provides for rendering concrete assistance to him/her for solving the problems he/she faces (Dowell, 1997). In view of the above, the author believes the whole system of the training of a future primary school teacher for organizing leisure activities of a child as its subject should comply with general task-age features of the development, content, dynamics and progress of which has its specifics under the framework of individual life of a primary school child.

The author has identified the first methodological feature of the training of a future primary school teacher for organizing a child's leisure as the consideration of age and individual peculiarities of primary school children in the system of professional training of the teacher. In this context, its fundamentals involve taking into account the following in terms of the organization and realization of leisure activities of junior schoolchildren:

- changes in physical and psychophysiological development which allow a pupil to join all types of activities;
- psychological new formations which characterize the most significant achievements in the personal growth and are a basis of a child's development at the next age stage (arbitrariness as a specific characteristic of mental processes and their internal mediation which is manifested in the ability to deliberately set targets, search for and find means of their accomplishment, overcome the difficulties and obstacles; an internal road map because in the process of exercising leisure tasks, school children look for the best ways of their solution, choose and compare alternatives, plan a procedure and means of their implementation;
- intensive physical activity, emotionality, children engagement, their failure to focus attention for a great deal of time. In this regard, leisure activities should be short (up to 1 hour), and it makes sense to introduce peaceful games, musical interludes, cartoon collections etc. every 10 – 15 minutes;
- quick exhaustion and tiredness of primary school children due to the abundance of interaction, impressions, emotions, intense activities;
- changes of a social situation of a child's development which is often characterized by a challenging adjustment to it;
- a need of a teacher's emotional support of actions, conduct of schoolchildren as well as the use of credits, encouragement, justification of success, which make schoolchildren satisfied, happy, confident etc.
- socio-psychological age tasks of primary school age (development of reflection on own activities; coping with the contradictions between the roles of a child and schoolchild (6 years crisis) and between the striving to improvisation, creativity, democratic communication and a propensity for stereotypes, subordination to authorities);
- peculiarities of the socialization of primary school children (active integration of a child into a new school environment; consolidation of the role of the child as a subject of socialization, relative independence in terms of the choice of values, ideals, social environment, types of activities; dominance of the influence of a new social environment (a class, an interest group).

With reference to the above, to organize effective leisure activities of primary school children, it is essential to form moral qualities of their subjects (mutual respect, mutual assistance and help, sociability, kindness, responsibility etc.) through vivid emotional events and contribute to the development of creative skills, thinking, curiosity, thoughtfulness, observation skills of school children; to broaden their outlook as well as leisure interests, cultural needs

of children; to inculcate resolute qualities (insistence, leadership, responsibility, self-mastery, discipline etc.) (*Iakovleva, 2014: 23*).

The following methodological feature of the system of professional training of a future primary school teacher is the consideration of specifics of child leisure while organizing leisure activities of children. In this context, accepting N. Krasnova's view, the author has defined child leisure as fundamental which is:

- a source of self-realization and an extreme activation of creative activity, emotionally tinged; it adds emotional feelings to every form of activities;
- a school preventing soullessness, emotional poverty, blinkered vision, practice restraint, but not only preventing delinquent acts;
- a school of support, encouragement of any child, much less a weak, "difficult" child;
- a sphere of self-education, that personal space which most fully and expressively covers a child's natural needs of freedom, independence, self-expression and self-development (*Krasnova*).

According to N. Krasnova, in the area of child leisure, the hierarchy and purpose are constantly changing. It influences the choice of leisure activities of a child and their content. Thus, N. Krasnova conditionally divides children's' leisure activities into the following groups:

- 1) associated with the function of a child's recreation (fresh air and exercise, sports, off-evenings, games, amusements and entertainment etc.);
- 2) related to the advancement of erudition, use of spiritual values (reading, watching of films and broadcasts, visiting exhibitions, museums, travelling etc.);
- 3) one which promotes the development of spiritual strengths, active creative activity (labor, technical, sporting and playing, artistic-stage, research, applied);
- 4) one which realizes the need of communication (activities in a club, hobby group, creative association, reunion, discos, festivals, forums, social dances etc.);
- 5) associated with intentional creative activities of children (camps, auditions, competitions, holiday associations, walking tours, active schools etc.) (*Krasnova*).

As a part of the study, the author has also found out that a key feature of children's leisure is its game-based component. Thus, H. Khrypko highlights children of this age are characterized by activity, flexibility, emotionality, fast response, focus on entertainment and game-related activities, aesthetic attitude to the world around them, kindness, amicability, and a tendency to take example by an authority (*Khrypko, 1988*). Therefore, N. Flehontova stresses a playing essence of leisure activities (autotelic and inherently valued) as their natural characteristics is scientifically grounded by the fact that a game is an integral and specific type of cultural activity in which an individual acts as free from life challenges and can be a creative subject indisposed to a particular coercion. By coinciding with the compensative function in some terms, a game becomes a distinctive form of the cultural activities which affects different aspects of the social regulation (*Flehontova, 2007*).

Increasing the role of playing leisure, B. Ierasov identifies its significant characteristics such as a movement in space and time, separation from other spheres, existence outside everyday life. "A game" – he marks – requires abstracting participants from everyday life, production activities, and standard social environment. It takes place inside the personal limits meeting the relevant rules. It is not associated with material interests by itself – it is impersonal" (*Ierasov, 1996*). Based on the above, one can sum up that organization of leisure activities of junior schoolchildren should be game-oriented.

Thus, in I. Boichev's opinion, the specifics of the organization of child leisure are stipulated by the features of its object (who is also a subject of free choice of content, forms

and kinds of leisure) – a junior schoolchild, a nature of leisure interaction (a high level of psychological compatibility, sympathetic understanding and respect; empathy; inadmissibility of peremptory command intonation) with a teacher (as a carrier of sociocultural experience and a mediator between a child and culture, i.e. a subject of pedagogical support and proxy guiding), content (“building material” for a pedagogical projecting and schoolchildren’s acquisition) and means of a pedagogical influence (forms, methods, techniques) (Boichev, 2005).

Following the analysis of the psychological and pedagogical literature and personal education experience, the author has marked that a leisure of junior schoolchildren has a complex double nature: on the one hand, this is a free, voluntary creative activity which is natural and often spontaneous and, on the other hand, this activity is learning, educative, culture-formed and organized and managed by teachers.

Taking into account the above, leisure of junior schoolchildren is deemed as a child’s activity in his spare time meeting the personal interests or preferences and which favors for him and makes it possible to manifest himself as a personality – a subject of this activity.

Another methodological feature of the system of training of a teacher for organizing schoolchildren’s leisure is his mastery of competencies to involve children in those types and kinds of leisure activities which allow developing a creative potential of a personality, his aspiration for the personal growth, self-perfection and self-esteem in a micro-community and society.

In the process of scientific inquiry, the author has emphasized that nowadays, there is a lack of a unified scientific vision of types and kinds of leisure and leisure activities of a person in general and children’s leisure in particular. In the author’s opinion, such a dispersive and ambiguous definition of kinds and types of leisure activities, their identification or equivocation slow a search for efficient methods of solution of the problem under study.

The author has proposed to classify types and kinds of leisure activities of junior schoolchildren (fig. 1 and 2) following well-defined criteria (Honcharuk, 2018):

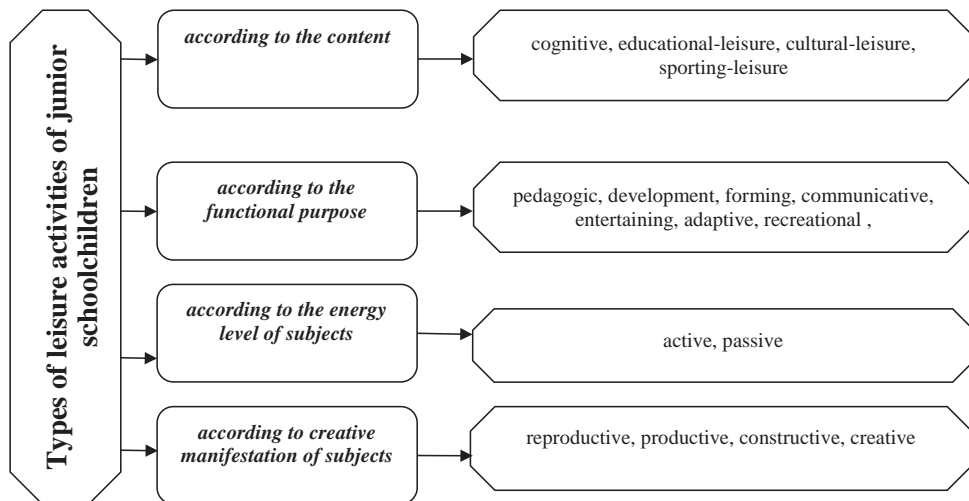
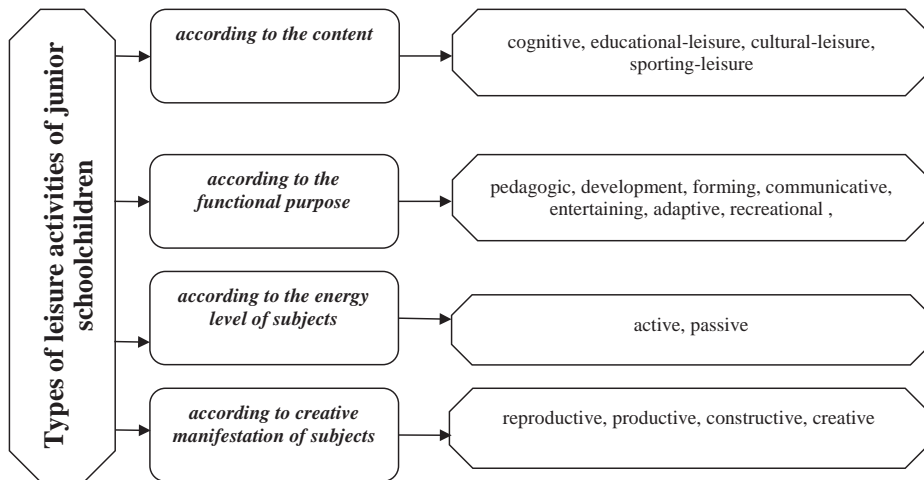


Fig. 1. Classification of the types of leisure activities of junior schoolchildren

Thus, as can be seen from figure 1, to classify the types of leisure activities of junior schoolchildren, the author has used the following criteria features: a content of activities, functional purpose of activities, levels of energy and creativity of its subjects.



**Fig. 2. Types of leisure activities of junior schoolchildren**

Therefore, figure 2 shows that to determine a type of leisure activities of primary school children, the author has offered to use such criteria as a clear goal-setting; organization level of activities, their control; term and frequency of activities.

The author believes the availability of a well-defined classification and principles is essential when studying the problems of the system of the training of future teachers for organizing leisure activities of junior schoolchildren.

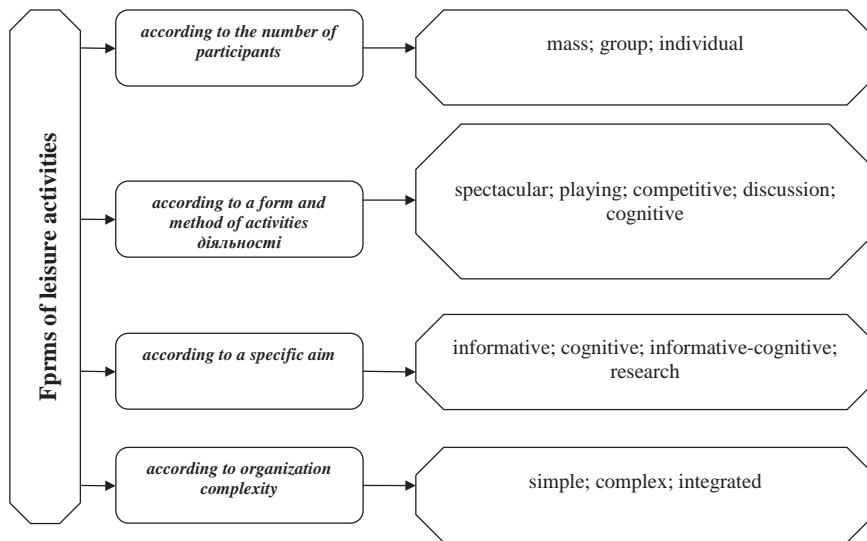
By combining different approaches (N. Volkova, A. Volovyk, V. Volovyk, O. Demchenko, I. Zvierieva, A. Kapska, N. Flehontova et al.) to the classification of the forms of leisure activities, the author has determined the criteria and thus, forms of their implementation for primary school children (fig. 3) (Honcharuk, 2018).

Consequently, analysis findings of fig. 3 confirm that forms of leisure activities are classified as follows: according to the number of participants, form and method of activities, a specific aim and organization complexity.

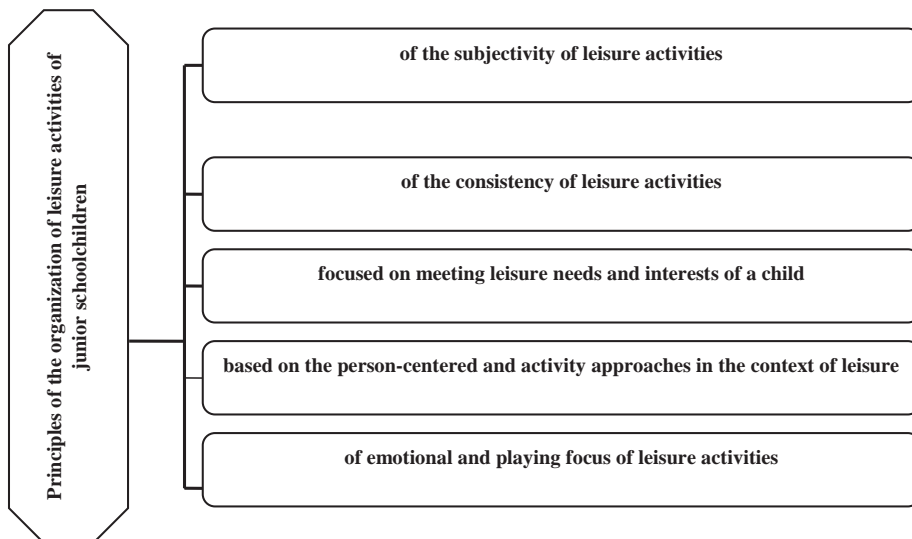
The evaluation of the psychological and pedagogical literature proves that productivity and effectiveness of the forms of leisure activities of primary school children depend on suitable methods of the achievement of a particular aim, ways of involving children into its accomplishment, well-managed compliance with the principles of their realization by an organizer.

Based on a scientific inquiry, organization principles of leisure activities are regarded by the author as the observance of requirements which ensure the effectiveness and outcome of the organization of leisure activities for junior schoolchildren.

Summarizing the scientific views on the principles of leisure activities, the author has defined such (fig. 4) which act as a methodological ground of the system of professional training of future primary school teachers for organizing pupils' leisure (Honcharuk, 2018).



**Fig. 3. Classification of the forms of leisure activities of primary school children**



**Fig. 4. Principles of the organization of leisure activities for junior schoolchildren**

Following fig. 4, the author believes the principles of subjectivity, focus on meeting leisure needs and interests of a child, of consistency of leisure activities, based on the person-centered and activity approaches in the context of leisure, of emotional and playing orientation are fundamental for organizing leisure activities.

### 3. Conclusions

Consequently, research findings make it possible to sum up that leisure activities of junior schoolchildren have a complex, double nature, because these activities are voluntary, natural, creative as well as developmental, educative, culture-formed and organized and managed by teachers.

The author has interpreted leisure of junior schoolchildren as a child's activity in his spare time meeting the personal interests or preferences and one which favors for him and makes it possible to manifest himself as a personality – a subject of this activity. Methodological features of the training of future primary school teachers for organizing children's leisure include keeping in mind of age and individual peculiarities of schoolchildren when organizing leisure activities, specifics of child leisure, students' mastery of competencies to involve children in those types and kinds of leisure activities which permit developing a creative potential of a personality, his aspiration for the personal growth, self-perfection and self-esteem.

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## DOUBLE/JOINT DEGREE PROGRAM DEVELOPMENT: STAGES AND ACADEMIC LEADERSHIP

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### Summary

The article presents the legislative basis for double/joint degree programs development in Ukraine. The stages for developing double/joint degree programs used in the European Higher Education Area (EHEA) have been described.

The Academic Council of the university / faculty approves the working (project) group, the head of which is the guarantor of the educational program. The procedure for developing, reviewing and approving educational programs, compliance with the principles and procedures of quality assurance (monitoring, evaluation, internal accreditation, periodic review, and termination procedure) are determined by separate provisions in universities.

**Keywords:** educational program, internationalization, the European Higher Education Area (EHEA), assessment stage, development stage, evaluation stage, management stage, termination stage.

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### 1. Introduction

The modern period for the policy of international education modernization began in 2014, when the Association Agreement between Ukraine and the European Union was signed. Within the framework of the regular reform of higher education, the law of Ukraine “On Higher Education” (adopted in the same year) identifies the key principles (Article 75) for creating joint educational programs as one of the main areas for international cooperation (*Zakon Ukrainy “Pro vyshchu osvitu”, 2014*).

At a conference of Ministers of education in France (May 2018), it was noted that most countries made changes to the legislative instruments contributing to joint programs, but some uncertainty remaining due to a lack of clear legislative framework was also emphasized (*Bologna Process Implementation Report, 2018: 276*).

**The purpose of this paper** is to identify the stages of double/joint degree program development and determine the role of academic leadership for double/joint degree program development.

### 2. Legislative basis for double/joint degree program development in Ukraine

The state policy of Ukraine in the field of higher education is based on the higher education system integration into the European Higher Education Area (EHEA) and the European Research Area (ERA). Integration into the EHEA and the ERA was identified to be the second priority area for reforming higher education system during 2018-2019 (*Hrynevych, 2017*).

The implementation of this direction means the higher education internationalization, which is one of the leading tendencies in the development of higher education in the world.



Internationalization in higher education is defined as “the process of integrating the educational, research and administrative activities of a higher education institution or institution of higher education or a scientific institution with an international component: individual mobility (students, scholars, teachers, administrative staff); creation of joint international educational and research programs” (*Natsionalnyi osvittinii hlosarii*: 25).

In order to become a priority, the question “why internationalization?” must receive quite realistic and sufficiently pragmatic answers in the national strategy. While the challenge for improving the quality of higher education in line with world and European standards through the development and implementation of new international educational programs and integration into the curricula of international elements and educational standards is much more realistic and directly urgent. The same can be said about integration into the EHEA through the purposeful expansion of programs of international cooperation and partnership at the individual and institutional levels, the creation of strategic educational alliances.

The National Qualifications Framework (*Natsionalna ramka Ukrainy*), the List of Areas of Knowledge and Specialties for Higher Education Applicants (*Pro zatverdzhennia pereliku haluzei znan i spetsialnostei*), the Regulations on the Procedure for Exercising the Right to Academic Mobility (*Polozhennia pro poriadok realizatsii prava na akademichnu mobilnist*), the ratified Convention on the Recognition of Qualifications concerning Higher Education in the European Region (*Pro ratyfikatsiiu Konventsii*) form the legal basis for development and implementation of joint educational programs in the Ukrainian higher education institutions.

The National Qualifications Framework is a systematic and competency-based description of qualification levels of education. Each level is a completed stage of education, characterized by the level of complexity of the educational program, a set of individual competencies, which are usually defined by the standard of education and meet a certain level. The updated National Qualifications Framework harmonizes it with the European standards and creates conditions to facilitate the mutual recognition of qualifications, ensures the comparability of educational and professional qualifications that people acquire in Ukraine with qualifications obtained abroad. Thus, having received educational or professional qualifications abroad, a person can easily confirm them here and get a job without any problems.

On the other hand, in the face of fierce competition in response to the demands of transformational change in society and the contemporary needs of students, universities are constantly developing their own development strategies, reflecting in their regulatory framework, in particular, the strategy of implementing joint programs. But not every Ukrainian university currently offers such programs to students.

International cooperation/activities in universities are regulated by the following documents: University Charter, Regulations on the organization of the educational process, Regulations on the procedure for exercising the right to academic mobility etc.

A detailed analysis of national strategies for internationalization of higher education in the countries of the world and the identification of peculiarities and tendencies of internationalization development has been done by M. Debych in her study “Internationalization of higher education: world experience”, in which the author emphasizes that internationalization of Ukrainian higher education has not become a priority” (*Debych*, 217: 248). One of the positive effects of internationalization on the education system as a whole, the scientist considers the importance of recognizing joint degrees (*Debych*, 217: 257).

### 3. Double/joint degree program development

The National Glossary defines “Educational program” as a system of educational components at the appropriate level of higher education within the specialty, which determines the requirements for the level of education of persons who can start studying under this program, the list of disciplines and their logical sequence for study, the number of ECTS credits required for the implementation of this program, as well as the expected learning outcomes (competences), which must be mastered by the applicant for the appropriate degree of higher education” (*Natsionalnyi osvittinii hlosarii: 42–43*)

According to the Tuning methodology, the process of developing an educational program includes the following stages (*Zakharchenko et al., 2014: 27*)

1. “Verification of compliance with the basic conditions (public need, consultations with stakeholders, academic novelty of the program, whether common points of reference, resources inside/outside the higher education institution (scientific institution) have been identified).
2. Defining the profile of the educational program.
3. Description of the purpose of the program and the final learning outcomes.
4. Definition of general and professional competences.
5. Curriculum development.
6. Development of modules and selection of teaching methods.
7. Defining approaches to learning and assessment methods.
8. Development of a system for evaluating the quality of the educational program in order to improve it”.

According to the recommendations of the European Association of Universities, 10 golden rules for programs that end with the award of joint degrees are (*European University Association: 23–24*): 1) motivation; 2) careful choice of partner; 3) clear goals of the program and its results; 4) institutional support of the program; 5) sufficient potential of academic and administrative staff to implement the program; 6) financial support of the program; 7) easily accessible information about the program; 8) a sufficient number of meetings with partners for the development and implementation of the program; 9) the issue of the language of instruction has been resolved; 10) clearly defined and distributed responsibilities among the partners.

The European directory identifies the following stages for development of the educational program (*Guide: 22*).

At the *assessment stage* it is necessary to: determine the motivation for cooperation; choose the right partners; provide academic and administrative support; schedule meetings to discuss challenges; share responsibilities; provide financial resources; develop the programs; discuss recruitment issues.

At the *development stage* it is necessary to: draw up and sign a Memorandum of Understanding; make sure that partner higher education institutions are accredited; hold meetings to discuss challenges; apply for financial support (if available); develop a curriculum / program description; develop criteria and procedures for admission, appeal procedures, obtaining a diploma; provide information about the program, conduct marketing and recruitment; discuss the support of students upon arrival; approve the curriculum in all partner institutions; develop and sign a cooperation agreement.

At the *evaluation stage* it is carried out: evaluation and quality assurance of the program (courses); internal reporting of institutions and reporting of the consortium; external evaluation of the program; transaction verification; making decisions on the continuation or termination of cooperation.

At the *management stage* it is done: admission and enrollment; arrival and settlement; decision-making on the Diploma and the Diploma Supplement; information provision and marketing; quality assurance.

At the *termination stage* of the program it is necessary to: ensure predictability and responsibility to students; enable students to complete their studies successfully.

#### 4. Academic leadership in the double/joint degree program development

Academic leadership is the name given to leadership in an academic setting or organization as a special subdivision of overall leadership. Academic leadership is a leadership that includes such roles as creating vision and mission based on science and research data for the organization, setting up creative ideas, doing and providing teamwork (*What is academic leadership?*).

According to T. Kennie there are six dimensions of academic leadership: credibility; curiosity; collegiality; capabilities; character; confidence (*Kennie, 2010*). Each dimension has its domains. For example, credibility needs to be demonstrated and earned in four domains: *personal* (academic achievements), *peer* (positive support from the academic community), *positional* (building the reputation of the wider academic unit) and *political* (dealing with the inevitable political challenges which arise in higher education) (*Kennie, 2010*).

Having analyzed the process of double/joint degree program development in the Ukrainian universities represented in QS World University Rankings (2019) V.N. Karazin Kharkiv National University (*Kharkivskiy natsionalnyi universytet imeni V.N. Karazina*), Taras Shevchenko National University of Kyiv (*Kyivskiy natsionalnyi universytet imeni Tarasa Shevchenka*), National Technical University Ukraine Polytechnic Institute named after Ihor Sikorskyi (*“Kyivskiy politekhnichnyi instytut im. Ihopia Sikorskoho”*), National Technical University “Kharkiv Polytechnic Institute” (*Natsionalnyi tekhnichnyi universytet “Kharkivskiy politekhnichnyi instytut”*), Sumy State University (*Sumskiy derzhavnyi universytet*), National University of Lviv (*“Lvivska politekhnika”*) we have come to a conclusion.

The Academic Council of the university / faculty approves the working (project) group, the head of which is the guarantor of the educational program. The procedure for developing, reviewing and approving educational programs, compliance with the principles and procedures of quality assurance (monitoring, evaluation, internal accreditation, periodic review, and termination procedure) are determined by separate provisions in universities.

Thus, in Ukrainian universities academic leadership has not been introduced into practice.

#### 5. Conclusions

Internationalization has significant modernizing potential and, at the same time, poses a significant challenge to the national higher education system and universities as its main structural element. On the one hand, these are new prospects for their development, and, on the other hand, they are new forms of competition both in the global educational field and in the European Higher Education Area.

Ukraine has a legislative basis for double/joint degree program development at the national and institutional levels.

However, the double/joint degree program development is strictly regulated by the university administration and academic leadership has not been introduced into practice.

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## RESEARCH OF FORMATION EFFICIENCY INFORMATION AND COMMUNICATION COMPETENCIES IN SENIOR PUPILS OF THE SPECIAL COMPREHENSIVE SCHOOL

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### Summary

The article proposes special areas of work and identifies conditions for improving the effectiveness of the formation of these competencies in pupils, including high school. The research was conducted within the lessons of computer science, because they have a direct impact on the formation of information and communication competencies. It was found that the systematic and purposeful use of computer technology, special electronic correctional and developmental training programs and Internet services provides an opportunity to modernize and improve the quality of education, as well as pupils' interest in mastering basic computer science, to create a situation of success for each them. In the process of evaluating the effectiveness of the introduced areas of correctional and developmental education system, high school pupils were divided into two groups - control and experimental. The obtained data showed that the pupils of the control group did not experience significant changes in learning, while the pupils of the experimental group showed an improvement in performance in computer science lessons. Based on the results of the experimental study, it was found that the proposed correctional and developmental system of education is quite effective in increasing the level of formation of information and communication competencies in high school pupils with special needs. Prospects for further research are outlined.

**Keywords:** special education, children with special educational needs, computer science lessons, computer tools, information and communication competencies.

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### 1. Introduction

In the new socio-economic conditions of society, there is an urgent need to prepare people for the rapid perception and processing of large amounts of information, mastering the relevant tools, methods and technology of working with information resources and computer technology. Accordingly, in these conditions, increase requirements for learning, knowledge and skills of pupils, to the level of their information competence. The use of modern information technologies makes it possible to modernize the educational process, improve the quality of education, pupils' interest in mastering basic knowledge, which significantly affects the formation of information and communication competencies in them.

For children of a special comprehensive school, mastering computer technology is especially important due to the significant difficulties they experience due to their disabilities.

At the same time, without certain knowledge and skills in the field of computer science, it is impossible for such children to adapt to life in public space after graduation. Meanwhile, these skills are extremely necessary in the process of acquiring professional qualifications, because almost all modern tasks are solved with the participation of computer technology, and also have a direct solution to the socialization of senior pupils in general, the comfort life of persons of this category in the new socio-economic conditions. Thus, questions arise: to what extent working with a computer increases the efficiency of children, helps them focus and increases the pace of a number of educational tasks; how and to what extent to formation information and communication competencies in general in pupils with special needs.

Theoretical analysis of the researched problem shows that the difficulties of its solution are connected first of all with the state of education, uncertainty of pedagogical technologies and selection of appropriate methods and techniques of using e-learning tools, and practical work in a special school has not yet acquired a consistent systematic and holistic character. This state of development of the problem causes its insufficient effectiveness, encourages the search for effective pedagogical technologies for the formation of information and communication competencies in schoolchildren with special needs, which indicates the demand and relevance of the research.

**The purpose of the article:** to investigate the effectiveness of the formation of information and communication competencies in senior pupils of special comprehensive school in computer science lessons by implementing specially designed areas of correctional work.

Task of the research:

1. To study the state of the problem in the general and special psychological and pedagogical literature.
2. To develop directions of special correctional and developmental work aimed at the effective formation of information and communication competencies in senior pupils in computer science lessons.
3. Investigate the level of information and communication competencies in schoolchildren with special educational needs based on the introduced areas of correctional and developmental work.

**Methods of research:**

- theoretical – analysis, generalization, systematization of psychological and pedagogical literature on the problem of research, development of directions of formation of information and communication competencies in senior pupils of special comprehensive school;
- empirical – experimental – in order to identify the level of information and communication competencies in senior pupils of special school;
- data processing methods – to determine the statistical significance of the results obtained during the experiment.

## 2. Analysis of recent research and publications

Information and communication competencies are included in the list of key in the main strategic international documents, are cross-cutting, multifunctional, can be applied in various spheres of life (*Hutmacher, 1997*). They are considered, on the one hand, as a component of professional competence, and on the other – as a component of information culture. Among the significant features include knowledge of computer science as a subject, the use of computer as a necessary technical tool, motivation of subjects of educational space, a set of knowledge, skills and abilities to search, analyze and use information, data and knowledge, a positive attitude to information activities, the presence of an actual educational or professional task, in which information and communication competencies are formed (*Holovan, 2007: 314-324*).

Theoretical and methodological approaches to the use of information and communication technologies (ICT) are described in the works of domestic and foreign scientists (M. Antonchenko, V. Baidenko, O. Kachurovska (*Kachurovska*, 2006: 46-49), O. Lehkii (*Lehkii*, 2001), S. Mironova (*Mironova*, 2003: 41-45), N. Savinova (*Savinova*, 2015), S. Patty (*Patty, Borah, Herschman*, 2001), J. Raven et al.), who emphasize that computer technology promotes the development of mental processes in children with special needs, their personality in general, increase quality of education. V. Zasenka, A. Kolupaieva, V. Larinets, S. Mironova (*Mironova*, 2003: 41-45), I. Tatianchikova (*Tatianchikova, Sakhno*, 2019: 91-94), M. Sheremet (*Sheremet*, 2001: 183-192) et al. are determining the role and place of ICT in the system of special education and proving the feasibility of using these technologies during training in special institutions for children with different nosology. O. Honcharova, O. Kukushkina, B. Moroz, V. Ovsianik, S. Trikoz (*Trikoz*, 2019: 99-100) et al. are outlining the importance and value of using the computer as a new tool for teaching and correcting defects in children with special educational needs; determining the place and role of the computer in various and individual lessons of such children. The positive effect of the use of computer technology on the motivation to teach pupils of special schools is described in the works of V. Voronina, I. Kholkovskoi (*Kholkovska*, 2007), J. Bang, R. Gelman, E. Meck, R. Johanson et al. However, scientists claim that when introducing information and communication technologies in a special school, it is necessary to take into account the peculiarities of children's psyche, especially those that can complicate work with technology. This, in particular, increased fatigue, distracted attention, slower pace of perception, prolonged entry into the work process.

Psychological and pedagogical problems of using virtual computer environments, in particular the Internet, in the process of social rehabilitation and correctional media education of persons with special needs, advantages and risks of using the Internet environment as a form of rehabilitation space are presented in the works of V. Siniiov, A. Shevtsov (*Siniiov*, 2013: 89-99).

At the same time, all researchers point to the lack of special computer training programs for children with special educational needs as a negative fact.

As stated in one of UNESCO document, the current level of ICT development significantly expands opportunities for children with special educational needs. These technologies help to improve the functionality and efficiency management of learning tools, facilitating access to educational and professional information.

However, the analysis of the latest scientific publications and sources shows that the problem of using modern ICT tools in computer science lessons within a special comprehensive school is insufficiently developed. Today, pedagogical teams of special schools in Ukraine are on the way to solving the following questions: how and to what extent to use e-learning tools, forming ICT-competencies in pupils with special needs; the extent to which working with a computer increases their ability to work, promotes concentration and increases the pace of a number of educational tasks.

### **3. Areas of special correctional and developmental work**

The analysis of the researched problem gives grounds to assert that the correctly constructed strategy of formation of information and communication competences at senior pupils of special school should not be reduced to the simple list of those knowledge and skills, which pupils should master (knowledge of a computer device, skills with a text editor, the ability to search and find the necessary information on the Internet, etc.), although such knowledge and skills are really important to them. Meanwhile, the traditional way of learning does not ensure the successful transfer of skills from one situation to another. Schoolchildren master



certain techniques of working on a computer, but they do not understand how these techniques should be combined to solve various practical problems. Real computer ownership involves more focused, creative, and flexible use of this powerful tool. Pupil must have a good idea of the ultimate goal, understand how to use a computer to solve various problems, and be able to actually use the basic technical devices and capabilities of e-learning tools. Each individual ICT skill, aimed at solving practical problems, acquires a completely different personal meaning for children with special needs. That is why the study proposes the following areas of work on the effective formation of information and communication competencies in senior pupils of special schools in computer science lessons (Fig. 1).

We believe that the central place in the formation of these competencies in children should be practice. It is important that they not only perceive the ready-made images given by the teacher, but also reproduce the given tasks on the computer in the process of drawing, printing text, calculations, etc.

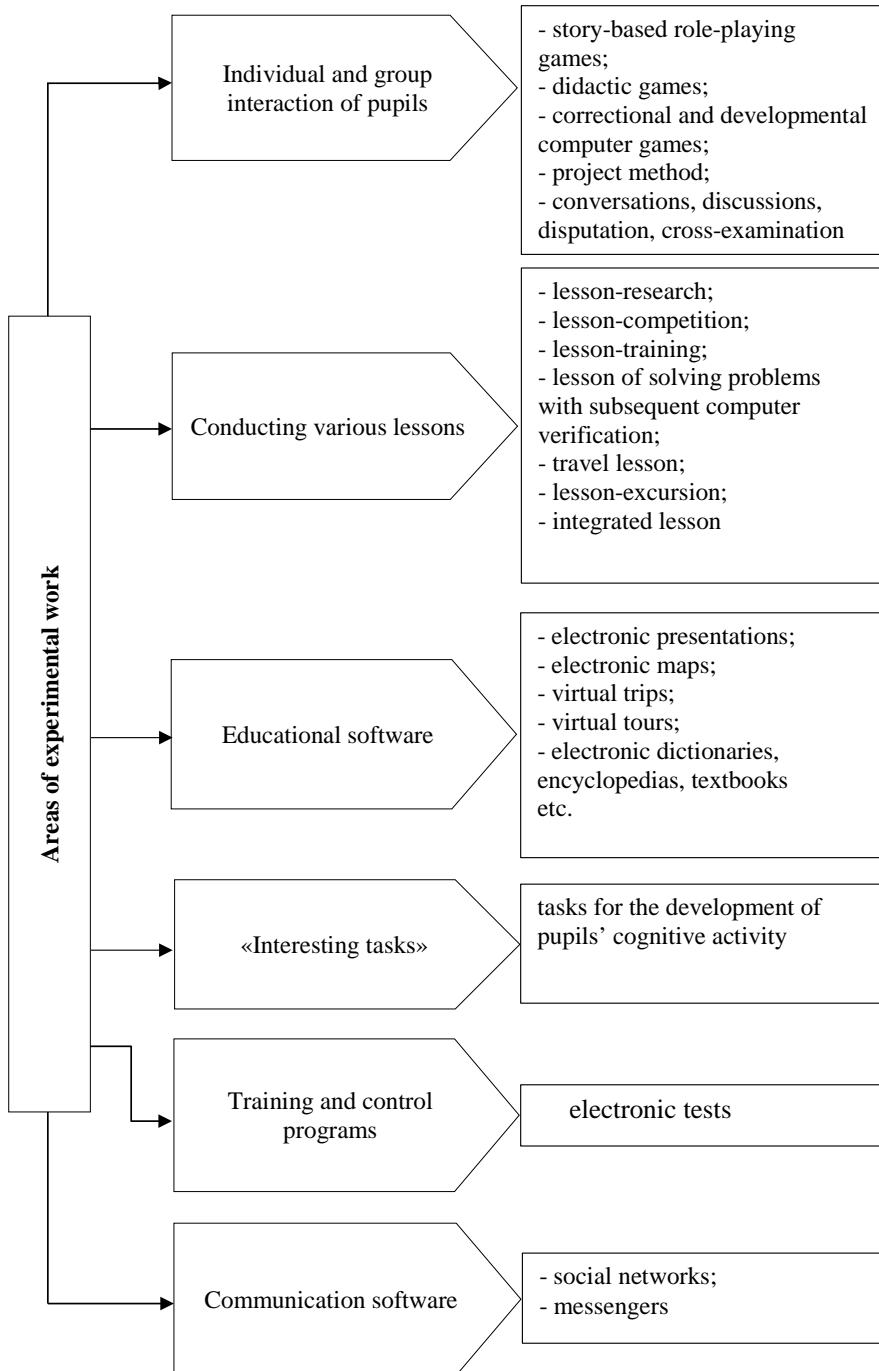
In the practical work of pupils at the computer should use educational and developmental programs adapted to teach children with special educational needs. The distribution of time for the passage of material in the program, the order of study of topics and the number of hours allocated to them may vary slightly depending on the intellectual and psychophysical development of children. In a special school, information technology should not be seen as a subject of study, but as a tool for integrating the pupil into the modern world.

Of course, classes are not just about working at a computer. Schoolchildren can alternate writing exercises with computer ones, which will only increase their interest in the lessons and increase the efficiency of the lessons themselves.

In order to increase the efficiency of the formation of information and communication competencies in pupils of special schools in computer science lessons it is necessary to comply with the following conditions:

- the study of the material should be visual and multimedia, that is in the lessons in addition to the usual paper textbooks you need to use multimedia presentations (for example, using the program Microsoft PowerPoint);
- when performing some practical tasks, it is advisable to group pupils;
- to provide tasks for performance not only in paper, but also in electronic form that gives the chance to improve skills of possession of computer means at schoolchildren;
- actively apply the assembly in the lessons of a certain algorithm for the task, which will also help plan the actions of pupils in later life;
- special attention should be paid to enriching children's vocabulary with special computer terms, new words and expressions;
- tasks in computer science should be given to pupils in a clearly defined system, which provides for their gradual complication, compliance with the stages of formation of mental actions;
- to attract in computer science classes exercises and games of a logical nature to solve everyday problems using a computer;
- creating a situation of success;
- the material on the basics of computer science, which is mastered by high schoolchildren with special needs, should be practically oriented, that is to solve the problem of social adaptation, integration of children, their socialization in general.

Special electronic correctional and developmental training programs and Internet services provide many opportunities for the formation of information and communication competencies in pupils with special needs. We suggest using the following: computer games («Steps to Informatics», «GCompris» etc.), training sites («Hour of Code»: <https://hourofcode.com/ua/ru/learn>; electronic



**Fig. 1. Areas of work on the formation of information and communication competencies in pupils with special needs on computer science lessons**

maps Google Maps: <https://www.google.com/maps/>; virtual museum (for example, National Museum «Chernobyl»: <http://chornobylmuseum.kiev.ua/uk/virtual-tour/>); virtual trips (for example, a virtual tour of Ukrainian open-air museums: <https://museums.authenticukraine.com.ua/ua/>); wooden churches of the Carpathian region of Ukraine: <https://churches.authenticukraine.com.ua/ua/>); electronic encyclopedias («Wikipedia»: <https://uk.wikipedia.org/wiki/>, «Slovopedia»: <http://slovopedia.org.ua/>); electronic textbooks, dictionaries, translators, reference books, etc. and development services («LearningApps.org»: <https://learningapps.org/>, services for creating «tag clouds»: <https://tagul.com/>, <http://www.imagechef.com/> etc.).

It is advisable to use a logical minute in each computer science lesson. It's obligatory elements are auditory tasks, visual elements, individual cards, solving crossword puzzles, riddles, assembling thematic puzzles. Such tasks can serve as motivation for the lesson (Timoshchyyk, Timoshkov, 2014: 11-13).

#### 4. The results of research

To assess the effectiveness of the introduced areas of correctional and developmental education system, a study of the level of information and communication competencies of children – control and experimental groups. In this regard, were conducted sections of knowledge in the form of theoretical and practical tasks for knowledge of the basics computer science: the first control section was conducted at the end of the first semester, the second – at the end of the second semester (after the introduction of experimental methods) to compare the results of both groups. In total, the study covered 215 high schoolchildren from several special comprehensive schools. The first series of the experiment was conducted with pupils of 8th classes, the second series with pupils of 9th classes, and the third series with pupils of 10th classes.

The results of tasks (Table 1) were evaluated according to the general criteria for assessing the academic achievements of high schoolchildren at certain levels of academic success: high (10–12 points), sufficient (7–9 points), middle (4–6 points) , low (1–3 points).

Table 1

#### Levels of performance of tasks on knowledge of bases computer science by pupils control and experimental groups (in % of the total)

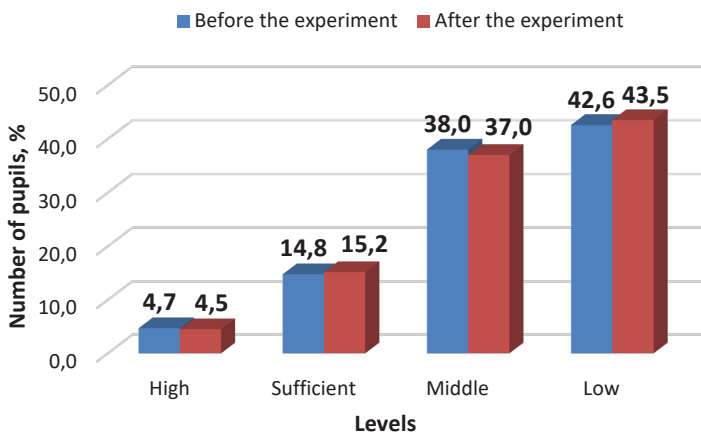
Level	Control group		Experimental group	
	Before the experiment	After the experiment	Before the experiment	After the experiment
High	4,7	4,5	5,7	9,3
Sufficient	14,8	15,2	14,9	19,7
Middle	38,0	37,0	38,1	44,8
Low	42,6	43,5	41,9	26,1

According to the tables, the pupils of the control group did not experience significant changes in learning. There was an almost slight decrease in the number of pupils with high (from 4,7% to 4,5%), medium (from 38,0% to 37,0%) and low (from 43,6% to 43,5%) level of knowledge basics of computer science. The number of children with a sufficient level also increased slightly (from 14,8% to 15,2%). In general, the indicators of knowledge in children of the control group remain insufficient; they did not show positive dynamics (Fig. 2).

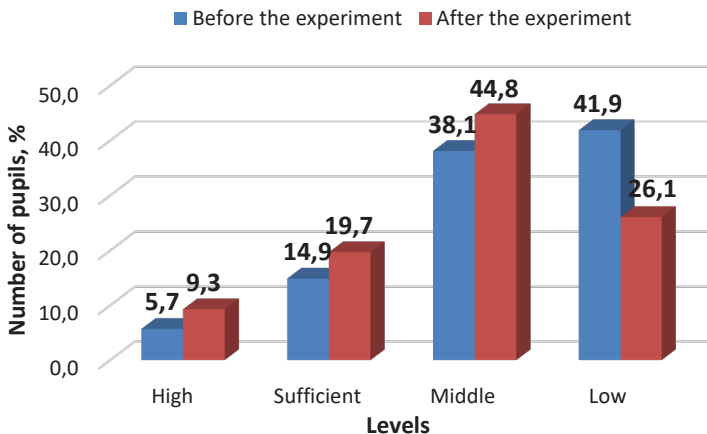
It is established that the improvement of these results is facilitated by the use of special correctional and developmental areas of work to increase the effectiveness of the formation of information and communication competencies in pupils with special needs. Thus, according

to the table, in the experimental group the number of schoolchildren with high, sufficient and medium level increased (respectively: from 5,7% to 9,3%; from 14,9% to 19,7%; from 38,1% to 44,8%). There was also a significant decrease in the number of low-level pupils (from 41,9% to 26,1%) after correctional and developmental classes (Fig. 3).

It should be noted that senior pupils who studied in the experimental program were less mistaken and were able to complete tasks even without the help of a teacher. In addition, they performed all the proposed tasks and exercises faster than the schoolchildren in the control group.



**Fig. 2. The results of tasks performance for knowledge of the basics computer science by pupils of the control group before and after the experiment**



**Fig. 3. The results of tasks performance for knowledge of the basics computer science by pupils of the experimental group before and after the experiment**

The analysis of the results of our study showed that the pupils of the experimental group who participated in the training by a special method had significant advantages over the pupils of the control group, who did not participate in the experimental training, namely:

- well and quickly mastered the general method of performing the proposed tasks, without experiencing significant difficulties;
- made significantly fewer mistakes when performing exercises during the experiment;
- the pupils of the experimental group did not refuse to perform the proposed tasks;
- the children of the experimental group needed less time to complete all tasks;
- the practical skills in computer science developed in the conditions of special correctional training have appeared much stronger and steady, and the received theoretical knowledge – more perfect and accurate;
- pupils of the experimental group used the acquired knowledge faster in practical exercises, when performing various tasks; were able to rely on this knowledge when playing situations from everyday life with the use of ICT.

The proposed experimental training provided an opportunity to create conditions for creative activity of high schoolchildren, to develop their initiative, independence and responsibility in the process of finding the right solution, to teach them to formulate and express their opinions, to lead a discussion, to use computer concepts. It should be noted that after special training the children of the experimental group became more active in computer science lessons, their interest and positive emotional state about the subject increased, which affected their level of learning and interaction with classmates. Therefore, in the process of conducting special purposeful and systematic corrective work it is possible to achieve in pupils with special needs the correct and conscious acquisition of knowledge in computer science, which significantly affects the increase efficiency of formation of their information and communication competencies.

## 5. Conclusions

The analysis of the research results showed that the effective formation of information and communication competencies in pupils of special schools requires the use of a special system of correctional and developmental work aimed at increasing computer literacy in children. Systematic and balanced use of ICT can be a powerful source of pupils' desire for knowledge, their satisfaction with the results of their own activities, the development of independent thinking, as well as the emergence of cognitive activity. It should be emphasized that the use of the proposed areas of work will be effective only if they are established on a permanent basis. The study can serve as a basis for further study of this issue, which involves improving the proposed system of work based on a deeper and multifactorial consideration of its components. Prospects for further research are to consider the use of information and communication competencies by graduates after graduating from a special school, development of new conceptual provisions for optimizing the preparation of these category children for independent living in modern digital space, taking into account the prospects of information and communication technologies in Ukraine.

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## CONCEPTUAL MODEL OF FORMATION OF ECOLOGICAL COMPETENCY OF FUTURE TEACHERS OF NATURAL SCIENCES

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### Summary

The aim of this paper is to substantiate the approaches to modeling the pedagogical system of formation of ecological competency of future teachers of natural sciences in the process of professional training in higher education. The essence of the terminological apparatus of the researched problem is analyzed and the pedagogical concept of research is offered. The content and structure of the conceptual model of formation of ecological competency of future teachers of natural sciences are determined. The structure of the model includes the following interconnected component blocks: conceptual-methodological, theoretical-contents, organizational-procedural, diagnostic-evaluation. The conceptual and methodological block contains methodological principles and approaches to the formation of ecological competency of future teachers of natural sciences, pedagogical patterns and a system of principles of organization of the educational process aimed at achieving this goal. The theoretical-contents block of the model represents the components of the content of the educational process of ecological training of future teachers of natural sciences, which have a psychological and pedagogical influence on the formation of structural components of ecological competency of the individual. The organizational-procedural block includes components that directly reflect the interconnected forms, means and technologies of realization of the content of the educational process aimed at the formation of ecological competency of future teachers of natural sciences. Diagnostic and evaluation unit is represented by diagnostic tools and methods of its application, as well as reflects the criteria, indicators and levels by which the assessment of the state of formation of ecological competency of future teachers of natural sciences.

**Keywords:** ecological competency, future teacher of natural sciences, pedagogical system, modeling, conceptual model.

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### 1. Introduction

The approach to the process of formation of ecological competency of future teachers of natural sciences should be carried out comprehensively and systematically, as the category «competency» covers both knowledge and practical areas and personal qualities that determine its environmentally sound behavior and activities in everyday life and in the profession. Therefore, to implement this task it is necessary to develop a conceptual model that would summarize all pedagogical patterns and methodological approaches to the formation of systemic relationships between the educational environment, components of the educational process and its subjects and reflect the nature, content and features of ecological competency of future teachers natural sciences in the process of their professional training in a higher education institution. Substantiation of the content of the conceptual model is determined by the concept of the study, as well as the results of the ascertaining stage of the pedagogical experiment

and the identified shortcomings and problems in the content of professional training of future teachers of natural sciences in the context of formation of their ecological competency.

## 2. The essentiality content of the concepts of the investigated problem

Before substantiating the conceptual model of formation of ecological competency of future teachers of natural sciences, it is necessary to reveal the essential content of its terminological and conceptual apparatus in the context of our study: pedagogical concept, pedagogical system, pedagogical model, structure, model component.

Under the concept of pedagogical concept S. Goncharenko understands a system of views, ideas or principles on a particular pedagogical phenomenon or process and their interpretation as a leading idea of pedagogical theory (*Goncharenko, 1997: 177*). E. Yakovlev, N. Yakovleva, taking into account the specifics of pedagogical research, give the following definition of pedagogical concept: «...complex, purposeful, dynamic system of fundamental knowledge about the pedagogical phenomenon, which fully and comprehensively reveals its essence, content, features, as well as the technology of operating with it in modern education» (*Yakovlev, Yakovleva, 2006: 10*).

Thus, the interpretation of the concept of "pedagogical concept" primarily determines the content and strategy of a particular pedagogical activity, the system of views and approaches to understanding a particular pedagogical phenomenon, phenomenon or process, pedagogical patterns of the educational process aimed at achieving a specific goal.

In this context, the pedagogical concept of our study contains the following components: the purpose of the concept, the provisions and patterns on which it is based, the main approaches and system of principles of organization of the educational process aimed at achieving goals. The concept of the study is based on:

- fundamental philosophical and cultural provisions on the dialectical knowledge of phenomena and processes of interdependence and interaction of nature and man, which substantiate the ideas of coevolution of sustainable development of nature and society and the need to harmonize interactions in the system «nature – man – society»;
- psychological and pedagogical principles of updating the educational process in institutions of higher pedagogical education, the main objectives of which are to intensify the process of professional training through the introduction of a competency-based approach;
- improving the quality of training of future teachers of natural sciences, which is provided by successive stages of the process of acquiring knowledge, skills and abilities (feeling, perception, comprehension, understanding, generalization, practical consolidation, experience) and is the integration of knowledge, values and motivational components of personality as the basis of its behavior and activities in the environment.

In particular, the concept of competency ecological training of future teachers of natural sciences aims at theoretical and methodological substantiation of the content, forms, means and technologies of formation of ecological competency of future teachers of natural sciences in the educational process and pedagogical system of the specified phenomenon.

Thus, the philosophical and methodological foundations on which the pedagogical concept of competency ecological training of future teachers of natural sciences is based are ontological, epistemological, axiological and praxeological methodological provisions that most fully reveal the multifaceted essence of the genesis of ecological competency of the individual.

Based on the analysis of theoretical sources we have proved that the problem of formation of ecological competency of students majoring in Secondary Education (Biology and Human



Health, Physics, Chemistry, Natural Sciences) in the process of professional training is solved by applying a number of methodological approaches in the organization of the educational process, namely synergistic combination of competency approach with systemic, personality-oriented, activity, technological, contextual, reflective and coevolutionary-noosphere methodological approaches (Siaska, 2020).

The implementation of these approaches is based on the general pedagogical patterns of the educational process relating to the training of future teachers, and partial pedagogical patterns, which are subject to and ensure the effectiveness of the formation of their ecological competency. In particular, the latter, according to our justification, include: 1) socio-pedagogical conditionality of the content of environmental education and upbringing in higher education institutions in accordance with the public demand for sustainable development of nature and society; 2) functional dependence of the content on the purpose and tasks of competency ecological education and education of students, caused by educational standards; 3) the unity of the structural components of the educational process (content, forms, methods, tools), aimed at forming the ecological competency of future teachers of natural sciences; 4) interdisciplinary interaction of humanitarian and natural science education in the formation of ecological value orientations, ecological consciousness, culture and worldview of student youth; 5) stages and sequence of the relationship of theoretical and practical ecological training of future teachers with the gradual acquisition of experience in their application in professional activities; 6) the relationship between the development of personal qualities of students (interests, needs, motives, beliefs, subjective attitude to nature) with the formation of ecological competency of future teachers (Siaska, 2020: 218-219).

The list of principles for constructing the content of the educational process of professional training of future teachers of natural sciences in the context of forming their ecological competency includes: fundamental pedagogical principles of cultural conformity and nature conformity in combination with didactic principles of teaching (purposefulness of training; system and sequence; scientificity; accessibility; continuity; connection of learning with life and practice; professional orientation) and upbringing (focus on the relationship of learning, education and personal development; activity and creative independence; unity of consciousness and behavior; motivation; individual and differentiated approach). They are in logical unity with certain specific principles of the competency approach (humanization and democratization of the educational process; continuity of professional pedagogical education; variability; interdisciplinarity; reliance on the leading achievements of science, technology and information technology and integration of science and practice; socio-value orientation of activities teacher) and ecological education and upbringing (unity of content and objectives of environmental education and upbringing; systemicity and continuity; transdisciplinarity of environmental knowledge; the relationship of local, regional and global approaches in the educational process; integrity and integrativity; focus on the development of emotional and motivational activity sphere of personality; ecological profiling of teacher training), will allow to construct the content of the educational process aimed at the formation of ecological competency of future teachers in the field of natural education.

Thus, the concept of our study provides a theoretical and methodological basis for defining and justifying the content, forms, tools and technologies of the educational process and establishing systemic links and relationships between them with the ultimate goal of forming environmental competency of future teachers.

The term «system» comes from the word «systema», which translated from Greek means a certain integrity, which forms a hierarchical structure by a combination of components, elements with connections or relationships between them (Bespalko, 1977).

In pedagogy, the concept of «system» is seen as a holistic structure of a pedagogical object or process formed by a set of elements with hierarchical links between them, which arise as a functional association around the purpose of educational activities and its management (*Babansky, 1997; Bepalko, 1977; Goncharenko, 1997*). The main feature of pedagogical systems is their integrity in interaction with the socio-cultural environment. In this context, T.A. Ilyina notes the interconnectedness and interdependence of all components of the system, «...when changes in one part lead to changes in other parts and in the system as a whole» (*Ilyina, 1972: 17*). At the same time, according to V. Afanasyev, the interaction of the components of the system determines the presence of integral qualities that are not characteristic of its individual elements (*Afanasyev, 1980: 10*).

Thus, we can conclude that the pedagogical system, the constituent elements of which and the relationships between them form a single structure, works to achieve a specific educational goal, which in turn determines its essential characteristics and composition. In turn, the systematic vision of the educational process, as noted by O. Voitovych, «...allows to identify its components, analyze all the diversity of connections and relationships between them and on this basis to guide the pedagogical process in the desired direction» (*Voitovych, 2018: 135*).

Summarizing the positions of scientists, we concluded that the pedagogical system is characterized by the following features: the integrity and unity of structural elements, the presence of psychological and pedagogical links and relationships between elements and environment that determine the integrated qualities of the system, hierarchical structure and management. goals of educational activities (*Afanasyev, 1980; Babansky, 1997; Bepalko, 1977; Goncharenko, 1997*). In turn, the design of the pedagogical system involves the creation of a model of the educational process, which will be characterized by the above features.

### **3. Modeling of the pedagogical system of formation of ecological competency of future teachers of natural sciences**

In the explanatory dictionary of the Ukrainian language the concept of «model» (from the Latin *modulus* – measure, sample, sample) is explained as an artificially created analogue, which in structure, structure close to the real object, mimics its properties and action, used to obtain new knowledge about the object. Here, another definition is proposed, according to which the model is interpreted as «...a conditional image of any object, process or phenomenon used as its «representative»» (*Large Explanatory Dictionary of the Modern Ukrainian Language, 2001: 683*).

Regarding the interpretation of the essence of the pedagogical model, it is necessary to take into account such features as uncertainty of the results of its design in the long run, because the object of modeling is a pedagogical phenomenon (process), which undergoes constant changes due to personal development of its subjects. In this regard, E. Lodatko notes that the widespread use of models in pedagogical research is due to the need to formalize (schematize) the studied pedagogical object in order to track its qualitative features, defining characteristics, principles of internal organization to be studied, evaluated and managed (*Lodatko, 2011: 339-340*). Thus, this approach makes it possible to identify the most important components of the object of study, to determine the links and interdependencies between them, to establish patterns of their functioning, development trends and predict the consequences of various factors and innovations. A similar opinion was expressed by V. Mikheev, justifying the feasibility of «... study of pedagogical phenomena and processes on a special object – a model that is an intermediate link between the subject – teacher, researcher and subject of study, ie certain properties and relationships between elements of educational process» (*Mikheev, 2006: 5*).

Thus, taking into account these positions of scientists, we consider the pedagogical model as a projection of the pedagogical system, which reproduces its structure, characteristics and the set of relationships between its components, due to the goal and objectives of educational activities.

Regarding the typology of models, different criteria for their division are used in pedagogical research. In particular, A. Panfilova's interpretation (*Panfilova, 2006: 25*), where it is stated: «A model is a reproduction or description of a certain phenomenon or process, can be static, ie reflect the structure of the original, or dynamic, ie reflect the behavior, functioning of the original», - gives grounds for the conclusion that the peculiarities of the reflection of the pedagogical object, phenomenon or process of the model are structural, functional or mixed (structural-functional). At the same time, in the researches devoted to the problems of professional training of the future teacher, according to M. Jakubowski, insulated pedagogical models dominate in accordance with the degree of coverage of educational activities (*Jakubowski, 2003: 12*). Whereas in higher pedagogical education in accordance with modern socio-educational needs there is a need to create comprehensive models of professional teacher training, based on trends in socio-economic development of post-industrial society, which requires training of highly qualified teachers able to competently and comprehensively implement professional tasks, master and apply innovative technologies in teaching and educating the younger generation. To this end, in our opinion, it is advisable to construct a conceptual model that not only most fully reflects the structure of the modeled pedagogical system, but also takes into account methodological principles and approaches to the study of the object, features of its functioning and areas of improvement in the educational environment as conditions for achieving a specific goal of modeling.

A similar vision of modeling the pedagogical system is offered by N. Nychkalo, who points to the need to take into account in its hierarchical structure the unity of content, forms, methods and means of educational process aimed at achieving its goal and criteria of functional interaction with society (*Nychkalo, 2004: 285*).

Thus, in the context of our study, we consider the conceptual model of formation of ecological competency of future teachers of natural sciences in the process of professional training as a pedagogical system with a characteristic internal structural integrity due to its target direction, provided by unity of integrative connections educational process and educational environment, which at the same time is an element of another higher order pedagogical system, aimed at training teachers with certain conceptual principles of its activities.

The process of pedagogical modeling consists of a number of stages: heuristic search of the project model, theoretical substantiation of the content and structural-functional connections of the model, its implementation and testing in educational activities, analysis of the results of practical application in educational activities and forecasting its further development. It should be noted that at each stage of model construction a certain level of abstraction of the reproduced pedagogical object or phenomenon is used. Therefore, we agree with the opinion of scientists who consider modeling as a process of creative analytical-synthetic activity, the end result of which is the creation of a certain constructive reflection of the object under study, its target orientation, structural and functional characteristics and properties. Thus, the main purpose of designing a model (pedagogical system) is to improve the educational process and the corresponding correction of all its components, aimed at developing mechanisms and ways to achieve a specific educational goal.

Accordingly, the use of modeling in pedagogical research has a clear functional purpose, which, according to V. Mikheev, consists of several aspects: epistemological (the model serves as an intermediate object of the means of cognition of a particular pedagogical phenomenon or process);

general methodological (serves as a means of assessing structural relationships and relationships between components within the system and with higher-order systems); psychological (allows to identify psychological and pedagogical patterns in the process of pedagogical and educational activities) (Mikheev, 2006: 8). Taking into account these aspects in the modeling process allows to determine the optimal mechanisms for managing the system under study, interpretation of the effects of socio-pedagogical factors on the development of the system.

#### **4. The structure of the conceptual model of the formation of ecological competency**

Thus, in the process of building a conceptual model of formation of ecological competency of future teachers of natural sciences, we designed a structure that will consist of the following interconnected component blocks: conceptual-methodological, theoretical-contents, organizational-procedural, diagnostic-evaluation. The conceptual and methodological block corresponds to the concept of our study and contains methodological principles and approaches to the formation of environmental competency of future teachers of natural sciences, pedagogical patterns and a system of principles of organization of the educational process aimed at achieving this goal.

Since in the course of our research the pedagogical expediency of introduction of competency-oriented education and system of ecological education and upbringing based on the idea of coevolution of sustainable development of nature and society into the practice of higher pedagogical school is substantiated, the content of educational process is focused on increasing ecological competency of future teachers. Thus, the theoretical-contents block of the model represents the components of the content of the educational process of ecological training of future teachers of natural sciences, which exert psychological and pedagogical influence on the formation of structural components of ecological competency of personality: information-cognitive, value-motivational, professional-activity, reflective-behavioral are formed in the conditions of educational environment of the institution of higher pedagogical education. Hence, the content of the educational process is represented by a set of interrelated aspects that resonate with the structure of environmental competency of the individual: knowledge and information – mastering the system of environmental knowledge and skills of analysis and synthesis of environmental information; practical-experienced - the acquisition of practical skills and abilities to use environmental knowledge in practice and gain experience in their application in everyday life and professional activities; personal – the formation of a system of value ecological orientations, beliefs and motivations for environmentally sound behavior and activities. Thus, the content of the educational process of ecological training of future teachers is an integrated system of ecological knowledge, skills and abilities based on ecological values and personal beliefs, which together motivate future teachers to their practical implementation in further professional activities on the basis of environmental feasibility.

In educational-professional programs (EPP) of training of future teachers of natural sciences the specified maintenance is represented by the list of educational content of educational disciplines of an ecological direction which are conditionally divided by us into three groups: theoretical and applied ecology, methodology of ecological education and upbringing (included in a cycle of professional training) and disciplines of the general cycle of training, which determine the theoretical foundations of the formation of ecological culture and worldview of students. The knowledge, skills and abilities acquired as a result of their study and experience of their application in professional activity students can realize during their industrial (pedagogical) practice and writing of course and qualification works. The analysis of EPP in

the speciality of Secondary Education (Biology and Human Health, Natural Sciences, Physics, Chemistry) allowed us to conclude that in their content the disciplines of theoretical and applied ecology are presented quite widely, in different variations, while the subjects of the second and third groups practically absent. Therefore, the content of the educational process of ecological training of future teachers of natural sciences we have developed and included the disciplines «Concept of sustainable development» of the cycle of general training and «Theory and practice of ecological education and upbringing» – professional. The latter discipline is necessary to provide methodological training for future teachers in the implementation of ecological education and upbringing of students. In turn, the «Concept of sustainable development» in its content substantiates the principles of ecologically balanced nature management, which provide for the coordination of ecological, economic and social factors of development of society and reveals the role of education in overcoming the environmental crisis and society.

The organizational-procedural block includes components that directly reflect the interrelated forms, means and technologies of realization of the content of the educational process aimed at the formation of ecological competency of future teachers of natural sciences. In particular, the forms of organization of the educational process are flexible and diverse. In addition to traditional forms of education: classroom and extracurricular activities and independent work of students, along with full-time (day, evening) and part-time forms of education used distance, normative (cross), double graduation opportunities and academic mobility.

But the peculiarity of competency education is the emphasis on practical training of students, which involves the acquisition of knowledge, skills and abilities in the process of teaching and research activities during laboratory workshops and training and production practices, realization of environmental research.

We propose to strengthen the practical implementation of the study of these disciplines by intensifying the participation of future teachers of natural sciences in the work of environmental NGOs, environmental movements, volunteer and educational activities with the involvement of student government. Thus, means of implementation of ecological education and upbringing of student youth are the ecological component of the content of the disciplines of the general cycle of training, ecological disciplines (subjects directly designed to form ecological knowledge of students and methods of ecological education and education in general secondary education institutions); ecological research activities; environmental, volunteer and educational work of student government.

In our opinion, it is expedient to implement the mentioned content, forms and means of ecological training of future teachers of natural sciences with the use of problem-based learning technologies, interactive, game, information-communication and project technologies.

In turn, the diagnostic-evaluation block is represented by diagnostic tools and methods of its application, as well as reflects the criteria, indicators and levels by which the assessment of the state of ecological competency of future teachers of natural sciences. Thus, the assessment of the state of formation of ecological competency of students was carried out with the involvement of proven methods on cognitive, axiological, practical-procedural, normative-ideological criteria with appropriate diagnostic indicators. Three levels of formation of ecological competency of future teachers of natural sciences are defined and substantiated: low – unconscious (involuntary) incompetency, average – conscious (arbitrary) incompetency, high – conscious (arbitrary) competency.

In addition to these component blocks of the model, it includes two important structural elements that determine the target effectiveness of the conceptual model and are key in its structure: input – the purpose of its creation and final – the effectiveness of its implementation in

the educational process. Thus, the purpose of the conceptual model is the systematic formation of ecological competency in the process of training future teachers of natural sciences, respectively, the result of effective implementation of the model is to increase the level of formation of this competency of students of natural sciences. All the above structural blocks are connected with two key elements and reflect each other and reflect the stages, logical sequence and interaction in the system of environmental training of future teachers, implemented in the relevant educational environment of higher education and with certain pedagogical conditions, which ensure the efficiency and stability of functioning of the conceptual model.

## 5. Conclusions

Thus, the proposed conceptual model presents the pedagogical system of formation of ecological competency of future teachers of natural sciences as a holistic reflection of the educational process from goal setting to the final result, formed by the interaction of component blocks: conceptual-methodological, theoretical-content, organizational-procedural and diagnostic-evaluation. The structure of the model allows to monitor the implementation of the concept of ecological training of students in the content of the component blocks of the model, to track direct and feedback links between them, reflecting the conditionality of the forms of organization of the educational process, technologies and means of formation of ecological competency and diagnostics of the state of formation. The introduction of a conceptual model in the process of professional training of future teachers of natural sciences requires taking into account the peculiarities of the educational environment and pedagogical conditions of the educational process, which is the next stage of our study.

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## PEDAGOGICAL CONDITIONS OF TRAINING OF FUTURE TEACHERS OF PRESCHOOL EDUCATION INSTITUTIONS FOR IMPLEMENTATION OF INTERACTIVE TECHNOLOGIES IN INCLUSION

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### Summary

The article highlights the main principles and theoretical aspects of forming the readiness of future teachers of preschool education to implement interactive technologies in an inclusive educational environment. The topical problem of preschool education is revealed – ensuring equal rights and opportunities for children of early and preschool age who have disorders in psychophysical development in the system of modern preschool education.

The article presents an analysis of scientific literature on the problem of research; emphasizes the need to create appropriate pedagogical conditions for the preparation of future preschool education teachers to implement interactive technologies in an inclusive educational environment; identifies a number of pedagogical conditions that ensure the formation of the readiness of future educators for the organization of inclusive education in the process of professional training.

The indicators of formation of preschool educational teachers professional competence their work in educational institutions with children who have special needs are analyzed and determined.

**Keywords:** readiness, competence, self-improvement, self-development, children with special educational needs, psychophysical development disorders.

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### 1. Introduction

The reform of the national education system that is currently taking place in Ukraine highlights the problems of training future teachers who are able to work in accordance with the new methodological guidelines outlined by the Concept of the New Ukrainian School. Among Hum, an inclusive education occupies a prominent place, and it is an educational paradigm based on the ideological principles of social inclusion, such as equality, accessibility, these are the fundamental imperatives of its functioning.

In recent years, the number of children with special educational needs has increased in different regions of the country. Accordingly, the number of specialized groups in preschool institutions has increased. That is view of this, there is an urgent need in Ukraine to reform the state policy in the field of education, special (inclusive) education in particular, and qualified teachers of preschool institutions who are able to work with children with special educational needs.



Based on the above, we believe that a specialist in this field should have a deep level of knowledge on inclusive education, implementing the requirements for the humanization of special education, its social orientation and creating conditions for adaptation and integration of children with special educational needs into society.

Requirements for the preparation of future teachers of preschool education to implement interactive technologies in an inclusive educational environment require the introduction of a competency-based approach to educational work, which involves the introduction of new principles, methods, technologies and forms of educational work.

Thus, there is a need to form the training of future teachers of preschool education to implement interactive technologies in an inclusive educational environment.

The analysis of current research. Fundamental problems of the theory of vocational education are revealed in a number of studies (S. Arkhangelsky, I. Zyazyun, N. Kichuk, S. Goncharenko, O. Pekhota, O. Savchenko, V. Slastyonin). The study of the problem of forming a generation of people who think and act in an innovative way has always received due attention, in particular, to the following aspects: professional training of specialists in special education (V. Bondar, L. Vygotsky, S. Zabramna, N. Yeremenko, N. Puzanov, V. Sinyov, E. Sinyova, N. Stadnenko, L. Shipitsyna, etc.); theory of competence-oriented approach to learning (I. Zimnyaya, I. Zyazyun, N. Kuzmina, A. Markova, O. Savchenko, G. Tereshchuk, A. Khutorsky, etc.); formation and increase of professional competence of future teachers of preschool education institutions (G. Belenka, E. Panko, I. Bekh, O. Kononko, K. Krutiy, N. Gavrish, V. Slastyonin, V. Vedensky, I. Romanyuk, etc.); the essence of the terminological characteristics of the concept of "readiness" is covered in the works (L. Bozhovych, A. Derkach, M. Dyachenko, L. Kandybovych, V. Krutetsky, V. Tatenko, etc.); features of "readiness for professional activity" (G. Ball, E. Klimov, Y. Zavalevsky, S. Maksymenko, P. Perepylytsia, M. Smulson, P. Kharchenko, etc.).

Issues of application of interactive technologies in the work were studied by both foreign (V. Donham, L. Reynold, etc.) and domestic (I. Gladkikh, V. Gordin, O. Koroteeva, E. Mikhailov, L. Strutska, etc.) scientists.

Paying tribute to this research, it should be noted that little has been learned about such an aspect as the preparation of future teachers of preschool education to implement interactive technologies in an inclusive educational environment.

The purpose of the article is to identify the basic principles of forming pedagogical conditions for preparing future teachers of preschool education for professional activities, the essence of competence and structural activities of teachers of preschool education to work with children in an inclusive educational environment of preschool education.

Research methods. We used a set of the following methods: analysis of psychological and pedagogical, scientific and methodological literature in the system of pedagogical education to clarify the state of the outlined problem; systematization, synthesis, generalization, which made it possible to reveal the essence of the problem, to single out the main components of the readiness of future teachers of preschool institutions for professional activity in line with the outlined problem; substantiation of pedagogical conditions for the formation of training of future teachers of preschool education in an inclusive educational environment with the use of interactive technologies.

## 2. Pedagogical conditions for training future teachers of preschool education

First of all, let's define the concept of "pedagogical conditions". Condition is traditionally understood as a philosophical category that expresses the relationship of an object to the environment, without which it can not exist, moreover, the conditions are the environment, the environment in which the phenomenon occurs, exists and develops (*Ushynskiy, K. D., 1963*).

S. Ozhegov in his dictionary gives the following definition of the condition: "This is a circumstance on which something depends; the situation in which something happens; data, requirements that should be hidden" (*Ozhegov S.I., 1990: 729*).

A. Nine under pedagogical conditions understands a set of objective possibilities, content, forms, methods, pedagogical techniques and material-spatial environment aimed at solving the tasks set in the study (*Najm A. Ya., 1995*).

## 3. Training of future teachers of preschool institutions

The problem of "readiness" in pedagogy is considered from different positions. It should be noted that K. Ushinsky (*Ushynskiy, K. D., 1988*) was one of the first in domestic pedagogy to raise the issue of teacher training.

In the 70s of XX century. I. Bekh, K. Durai, M. Dyachenko, V. Slastyonin, and others studied the problem of a person's readiness for activity in pedagogy.

In the second half of the twentieth century, the concept of "readiness" was mostly defined as a selective, predictable activity of the individual at the stage of its preparation for activity; such activity arises as a result of delineation of the professional purpose on the basis of perceived needs and motives (*Diachenko, M. I., & Kandybovich, L. A. (1976)*).

The concept of readiness for a particular type of activity, defined by S. Maksymenko, O. Pelekh, is interpreted as "purposeful expression of personality, including its beliefs, views, motives, feelings, volitional and intellectual qualities, knowledge, skills, abilities, guidelines" (*Maksymenko, SD, & Pelekh, OM (1994)*).

L. Gekalo notes that a modern teacher is a fundamentally educated person, able to flexibly restructure the direction and content of their professional activities, who independently works on their own development, raising educational and cultural levels, is able to independently acquire the necessary knowledge, skills and abilities. thinks, has a stable system of motives and needs of socialization, is able to act actively and creatively. He must be able to teach children to creatively acquire knowledge, apply them in specific educational and life situations, critically comprehend the information obtained, master the skills of self-development, self-analysis, self-control and self-assessment.

A characteristic feature of his professional consciousness should be the focus of thinking on pedagogical problems, the vision of the pedagogical process as a holistic phenomenon, the central place in which belongs to the child's personality (*Hutsan, T. H. (n.d.)*).

In line with our study, we note that the activity of a teacher of preschool education, aimed at the ability to work with children with special educational needs in an inclusive educational environment of preschool education, does not have a clear algorithm for solving, so it is necessary that in professional activities he was able to self-development, to constant creative search, to the manifestation of activity, humanism, because the ability of the individual to develop, self-organization, self-regulation of himself as a subject of activity is explained by his professional competence.

The readiness of a preschool teacher to work with children with special educational needs, and, consequently, his competence should be manifested: in the skill of his work; in the ability to organize educational, correctional and developmental work with children with special educational needs in nosology (impaired vision, hearing, speech, mental development, musculoskeletal system); create a positive emotional attitude to classes, various activities; ability

to choose appropriate methods of educational influence on children; it is quite responsible to conduct educational work among parents (or persons replacing them) raising children with special educational needs.

In this context, we note that the education of children with special educational needs in specialized groups of preschool education involves improving the inclusive educational environment, where the teacher of preschool education is fully open to communication, where the rights and needs of children, their abilities and prospects to be successful. It is the preschool teacher and his / her competence that play an important role in teaching children with special educational needs.

#### **4. Pedagogical conditions for training future teachers of preschool education institutions**

Based on the results of the analysis of scientific literature and practice of training educators, we have identified a number of pedagogical conditions that ensure the formation of readiness of future educators for inclusive education in the process of training: model of training future teachers to implement interactive technologies in inclusive education; development of positive motivation of future teachers of preschool education institutions to use interactive technologies in an inclusive educational environment; selection and implementation of the content of disciplines of the psychological and pedagogical cycle in the special course "Organization of educational work with preschool children with special educational needs"; combination of theoretical and practical training by ensuring the succession of stages (information-oriented, quasi-professional and activity).

5. The model of training future teachers of preschool education institutions to implement interactive technologies in an inclusive educational environment is a deeply individual connection that does not involve patterns and stereotypes

Modeling is the main category of the theory of cognition, on which theoretical and experimental methods of scientific research are based. The development of the model is due to the need to improve the process of training future teachers of preschool education to implement interactive technologies in an inclusive educational environment. Our proposed model of the pedagogical system allows us to assess the connections and relationships between different factors influencing it and to identify on this basis psychological and pedagogical patterns (*Mihev V.I., 2006*).

Concluding the model of future teachers of preschool education to implement interactive technologies in an inclusive educational environment, we sought to make it informative, easy to use, consistent with other pedagogical objects of the system, to identify mechanisms for managing this process through its impact on its components (*Lodatko Ye.O., 2010*).

The main structural components of the developed model are: the purpose and tasks, conditions of its successful realization; principles, stages and ways of preparing students, levels of student achievement. All these components are aimed at creating a system for the formation of inclusive competence of future teachers. Among the main approaches to the development of this model were used: systemic, integrative, personality-oriented, activity, cultural.

During the practical activities students were offered interactive technologies with a wide range of opportunities: discussions "For and against", "Qualities of a competent specialist", game methods: "Facts, only facts", "Mirror", method "case study". Interactive technologies provide an opportunity for a comprehensive impact on the intellectual, emotional and motivational sphere of the individual. All kinds of interactive technologies activate cognitive processes, increase the speed of collecting and processing information, develop the ability to analyze problems, form the basis for competent decision-making. Information and communication technologies are widely used.

## **6. Development of positive motivation of future teachers of preschool education institutions to use interactive technologies in an inclusive educational environment**

The second pedagogical condition for the effective implementation of the process of forming the professional readiness of future teachers of preschool education is to use the potential of the content of pedagogical disciplines to form a positive motivation for inclusive education, knowledge of the development, training and education of different categories of children with special educational needs. activities of a teacher of a preschool institution in the conditions of inclusive education.

## **7. Selection and implementation of the content of disciplines of the psychological and pedagogical cycle in the special course «Organization of educational work with preschool children with special educational needs»**

We analyzed the curricula and programs of disciplines of the psychological and pedagogical cycle, studied in a pedagogical institution of higher education within the state standards of higher professional education, to identify potential opportunities to influence the readiness of future teachers of preschool education to implement interactive technologies in an inclusive educational environment. Thus, the implementation of the condition – synthesizing the content of disciplines of the psychological and pedagogical cycle in the special course «Organization of educational work with preschool children with special educational needs», contributed to the effectiveness of training students to work with preschool children in inclusion. Under this condition, it was planned to resolve the contradictions between the complexity of the professional activities of teachers of preschool education and the insufficient level of knowledge and skills to work in an inclusive environment, taking into account its specifics and psychological and pedagogical characteristics of preschool children. An important role in preparing future teachers of preschool institutions for the implementation of interactive technologies in an inclusive educational environment belonged to pedagogical practice. During the psychological and pedagogical practice, students conducted developmental and educational work with preschool children, taking into account their age and individual characteristics; conducted psychological and pedagogical observation of the child's development at an early age; determined the level of development; compiled psychological and pedagogical characteristics of the child, analyzed the process of adaptation of young children to the conditions of preschool education (developed diagnostics of the level of development of young children, the formation of mental processes, various activities); analyzed the classes of teachers of preschool education in the conditions of inclusion; developed and conducted fragments of classes).

## **8. Combination of theoretical and practical training by ensuring the succession of stages (information-oriented, quasi-professional and activity)**

The pedagogical condition that contributes to the effective implementation of the process of forming inclusive competence of future teachers of preschool education in the process of professional training is to ensure the continuity of stages of formation of readiness of future teachers of preschool education, development and application of key competencies in practical and research activities.

As a result, we have identified indicators of professional competence of teachers of preschool education institutions working with children with special educational needs: the

ability to social interaction, cooperation and conflict resolution in the social and professional spheres, tolerance, social mobility; ability to use knowledge in educational and professional activities; ability to realize the social significance of their profession, to be motivated to perform professional activities; readiness to organize an inclusive environment, its methodological support and correctional and rehabilitation work for the successful rehabilitation of children with special educational needs; readiness to interact with the families of children with special educational needs for the implementation of technological support; ability to analyze the basic technologies of psychological and pedagogical support of the correctional process. The identified indicators of the formation of professional competence, of course, can not claim to be exhaustive. They can be considered conditional, because the process of formation of professional competence is continuous, so it is difficult to predict the ratio of different components of the level of its formation, their manifestation and invisible changes.

#### 9. Conclusions and prospects for further scientific research

Thus, the pedagogical conditions for the training of future teachers of preschool education institutions are implemented by mastering various forms and methods of active learning, which helps teachers to quickly gain professional experience, the source of which is pedagogical activity, meaningful in terms of essence goals and, technologies of a preschool education teacher. The use of interactive technologies in combination with information and communication technologies provide an opportunity in an accessible form to expand, systematize, generalize the competencies of teachers of preschool education on the peculiarities of working with children in an inclusive educational environment of preschool education. Skills that optimize the socio-pedagogical activities of the teacher of preschool education, provide more opportunities to take into account the various problems of students with special educational needs, thereby ensuring their inclusion in the social environment, creating conditions for comfortable development of students, and in the further self-development of their full-fledged socialization.

Analysis of the problem of training future teachers of preschool education in an inclusive educational environment showed the need for future research to study and clarify the features of the use of interactive technologies in the methodological work of the institution for effective psychological and pedagogical and correctional rehabilitation of children, professional competence of teachers in in the field of education of children with special educational needs.

Given the importance of forming the readiness of teachers of preschool education to work with children in an inclusive educational environment of preschool education and the fact that in Ukraine this concept is underused and insufficiently researched, there is a prospect of further deeper and more detailed studies of this socio-psychological and pedagogical phenomenon, practical ways of its formation.

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## THE MODERN APPROACHES TO THE CREATION OF PEDAGOGICAL CONDITIONS OF PRIMARY SCHOOL TEACHER'S PROFESSIONAL ADAPTATION DURING PEDAGOGICAL PRACTICE

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### Summary

The article is devoted to the problem of professional adaptation of the future primary school teacher, the solution of which is aimed at increasing their competitiveness. Based on the analysis of scientific works, it is established that the process of professional adaptation begins during professional training. As this process is dynamic and pedagogically controlled, it requires the creation of special pedagogical conditions that will take into account modern approaches to the organization of the educational process.

It is proposed to carry out systematic monitoring of professional adaptation of students in the process of pedagogical practice to diagnose the formation of their professional adaptation and the relevant criteria are set. In order to determine areas for improving the content of pedagogical practice, the current state of normative support of students' practice in Ukraine at the national level and at the level of higher education institutions (on the example of Borys Grinchenko Kyiv University) is analyzed. Purposeful management of the process of professional adaptation of the future primary school teacher is realized through the support of future primary school teachers during pedagogical practice. The article describes the forms, content and tasks to which its implementation is aimed.

**Keywords:** adaptation to the professional environment, content of practice, methodological support, monitoring of professional adaptation, practical training, pedagogical conditions, primary school teacher, support of practice.

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### 1. Introduction

The current socio-economic changes in Ukraine and the strategic challenges facing higher education in Ukraine have necessitated the solution of the problem of training competitive professionals who are able to quickly adapt to the conditions of professional activity. Although in recent years this problem has been actively studied by scientists in various scientific fields and directions, the question of professional adaptation of future primary school teachers remains open.

As the professional adaptation of the future primary school teacher we understand the process of adaptation to the professional environment of the educational institution, professional activity, its conditions and requirements of the professional standard. The primary education system in Ukraine is currently in a state of transformation due to the implementation of the state concept which is called «The New Ukrainian School» (2016). At the same time, according to the Professional standard (2018) the work of primary school teachers involves “a high level of psychophysiological and emotional load, responsibility for the formation of the educational

environment and compliance with measures and rules for student safety”, which complicates the process of professional adaptation.

**The purpose of the study** is to determine modern approaches to creating special pedagogical conditions in the process of pedagogical practice by future primary school teachers aimed at their adaptation to the future profession. Since the process of professional adaptation actually begins during vocational training, by introducing such conditions into the system of practical training, we see the possibility of solving the problem of professional adaptation of the future specialist of primary school.

## 2. Monitoring of professional adaptation in the process of pedagogical practice

A feature of the process of professional adaptation of the future primary school teacher in the process of pedagogical practice is its dynamism. Therefore, systematic monitoring of professional adaptation during pedagogical practice is considered as one of the important pedagogical conditions of professional adaptation of the future primary school teacher, which will provide an opportunity to manage and timely adjust this process.

The notion “monitoring” means the constant observation of any process in order to determine its compliance with the desired result (*Elnikova, 2011: 10*). We agree with the understanding of monitoring as “a specially organized regular observation of a process using a relatively stable limited number of standardized indicators that reflect the priority causal relationship between people and their relationships and making forecasts, corrective actions” (*Shevchenko, 2013: 229*).

To summarize the results of scientific work on the research problem, monitoring the professional adaptation of future primary school teachers during pedagogical practice is considered as a system of observation, collection, processing and analysis of information about the state and level of professional adaptation of students, forecasting their changes and developing scientifically sound recommendations for management solutions to improve and correct the process of professional adaptation.

Among the tools for monitoring of professional adaptation in the process of pedagogical practice are: questionnaires and surveys, various forms of observation and introspection, student’s performing of competence tasks during the teaching practice.

The components of professional adaptation of the future primary school teacher are motivational-value, cognitive, activity-procesual and emotional-reflexive components. The criteria for diagnosing of formation of the future primary school teacher’ professional adaptation are: his awareness and perception of the system of humanistic values in the educational process of primary school and the presence of positive social values in pedagogical interaction (*the motivational-value component*); the quality of knowledge, their understanding and confidence, purposefulness, variability (*the cognitive component*); formation of professional pedagogical skills and abilities (*the activity-procesual component*); satisfaction with their own pedagogical activities, orientation in their own capabilities and abilities, awareness of the importance of self-esteem and self-control (*the emotional-reflexive component*).

The presence of such phenomena as difficulties and barriers in the future teacher reduces the success of professional adaptation and its effectiveness. Therefore, the object of monitoring of students’ professional adaptation is the manifestation of psychological and pedagogical difficulties and barriers in the process of pedagogical practice, which may arise in the future primary school teacher and lead to anxiety and low self-esteem, interfere with the implementation of acquired knowledge. Monitoring of professional adaptation makes it possible to identify the root cause of such phenomena as difficulties and barriers of the future



primary school teacher during pedagogical practice and to overcome such obstacles. This, in turn, helps students to master the necessary practical skills and abilities.

### 3. Regulatory and methodological support of pedagogical practice in Ukraine

Regulatory support for the practical training of future primary school teachers includes:

– Normative documents of the Ministry of Education and Science of Ukraine on the practice of future specialists (Regulations on the practice of students of higher educational institutions of Ukraine, professional standard “Primary school teacher of general secondary education”, the Concept “New Ukrainian school”);

– Normative documents of higher education institution on the practical training for specialty 013 “Primary Education” (Regulations on students’ practice, Educational Program Profile 013.00.01 «Primary Education», programs on each type of practice, guidelines for practice).

Although issues related to the organization, provision, conduct and content of practice have been long in the center of attention of many scholars, regulatory support of practical training in Ukraine at the national level has remained unchanged since 1994 (Regulations on the practice of students of higher educational establishments of Ukraine).

On the example of Borys Grinchenko Kyiv University, where the New Education Strategy has been introduced since 2017, we can consider the current conditions of professional adaptation of the future specialist in the process of practical training.

The new educational strategy of the University provides for the training of students in practical centers – Centers of Competence in order to improve the competitiveness of graduates. A new strategy for training of future professionals is training based on practical activities and research. Its feature is also a reduction in time for theoretical training in traditional lectures and seminars, as well as the transition to practice-oriented training – by increasing the hours for practical training.

An analysis of various curricula for training specialists in the specialty 013 «Primary Education» for the first (bachelor’s) level of higher education at the Borys Grinchenko Kyiv University in terms of the amount of hours devoted to practice, of the total number of hours found that:

- for the curriculum of 2015 year – 17.5%,
- for the curriculum of 2017 year – 24,3 %,
- for the curriculum of 2018 year – 26,3 %.

Thus, under the current curriculum Bachelor specialty «Primary education» was an increasing of the share of practical training of future professionals. According to it, each training course provides for various types of practice, namely: educational (psychological-pedagogical) practice in the second semester (3 credits); educational (propaedeutic) practice in III, IV, V semesters (9 credits); production (educational-methodical) practice in VI, VII, VIII semesters (51 credits).

Methodological support involves the development of a program for each type of practice for students specialty 013 «Primary Education», as well as guidelines for their origin. The labor functions and competencies that a teacher must master in accordance with the Professional Standard «Primary School Teacher of General Secondary Education» (2018) must be taken into account and be a meaningful component of the professional adaptation of future primary school teachers during the pedagogical practice.

### 4. Directions for improving the content of pedagogical practice

There is a general methodological position, according to which pedagogical practice should contribute to the formation of professional competence in a real professional environment, as well as professional adaptation to such an environment, within our research.

During the improvement of the content-methodical component of pedagogical practice we took as a basis the developed and substantiated principles of selection of the content of practice of future primary school teachers in the conditions of gradual training (*Kazakova, 2005; Martynenko, 2009*): taking into account the needs of modern educational space and the region; specifics of formation of professional competence of the future primary school teacher; direction of pedagogical practice on personal and professional development of students; variation of the content, forms and methods of pedagogical practice; continuity of this process; research oriented of pedagogical practice; combination of pedagogical practice with the implementation of course (diploma) work (project) of students; coordination of efforts of subjects of management and self-management of pedagogical practice.

The activity of students in the Centers of Competence, which are structural units of the University, is the first link in the structural-logical scheme of training a modern specialist, aimed at his professional adaptation: «Audience – Centers of Competence – Base of Practice – Place of work.» Among the main areas of work of such units are the preparation of students for pedagogical practice and increase the level of formation of their professional competencies.

The step-by-step model of future primary school teachers' practice under the new education strategy is built in such a way that at the initial stage students have the opportunity to gradually «enter the profession», starting with their involvement in a quasi-professional environment, which it is a network of Competence Centers. And at the final stage of the bachelor's degree to immerse oneself in the real professional environment as much as possible in the process of passing pedagogical practice in general secondary education institutions of different types and forms of ownership (privat and government).

According to the current Law of Ukraine «On Higher Education» (2014), employers can be involved in the educational process of higher education and participate directly in the training of future teachers, including in the development of methodological support for the educational process. Such obligations of employers are real to fulfill, as general secondary education institutions themselves are interested in quality training of future teachers who will continue to work there. With such close cooperation between the school and the university, built on mutually beneficial partnership principles, it will be possible to avoid differences between theoretical teaching and the professional knowledge, skills and abilities that a modern primary school requires from a teacher.

## 5. Support of students in the process of pedagogical practice

The analysis of psychological, pedagogical and methodological literature allowed to establish that the concept of «professional adaptation of the future primary school teacher» is multifaceted, and the process of professional adaptation is pedagogically controlled and dynamic. The activity of the future primary school teacher during the pedagogical practice is supervised by the teacher-supervisor of the practice and the teacher-mentor appointed by the base of practice, when the student performs the system of tasks defined in the practice program.

As the psychological and pedagogical support of professional adaptation of the future primary school teacher in the process of practice we understand the purposeful process of analysis, development and correction of pedagogical activity of the student at the stage of his entry into the professional environment. The implementation of psychological and pedagogical support for future primary school teachers during pedagogical practice involves individual and group mentoring. This is done by assigning to each student a supervisor who is an experienced professional in the field and will be able to provide qualified student assistance.

The implementation of psychological and pedagogical support of students – future primary school teachers – during pedagogical practice is aimed at performing the following tasks: identification of professional qualities of students in the process of performing practice

tasks; creating a favorable educational environment; prevention of problematic situations and difficulties for students; promoting the establishment of interpersonal relationships of the student with pupils, teachers, parents of pupils, the administration of the practice base, the teaching staff as a whole and other students; increasing a students' motivation to take pedagogical practice.

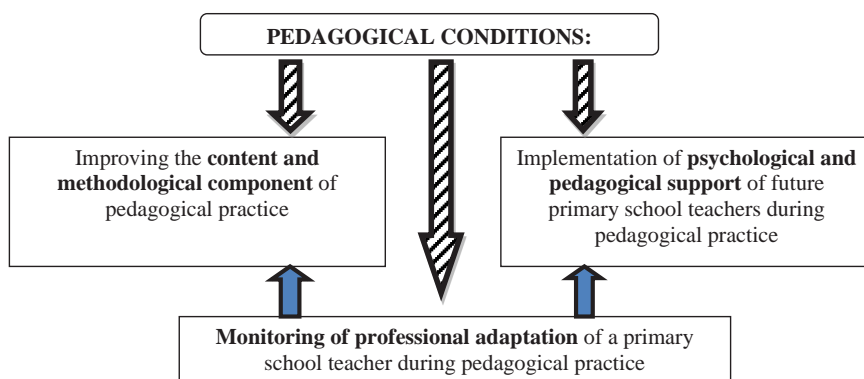
During the pedagogical practice, each student is assigned a supervisor from the university, who primarily provides psychological and pedagogical support. At the same time, arriving at the base of practice, the student is also assigned a supervisor from this institution, who actually becomes his mentor on the practice. Thus, an important component of pedagogical support of professional adaptation of the future teacher, which is carried out by the mentor from the base of practice is the creation of an effective professional adaptive environment.

The content of psychological and pedagogical support of professional adaptation of students during pedagogical practice should be realized in:

- assessing the real level of his professional adaptability;
- providing assistance in improving the professional skills of students;
- promoting the development of internal professional motivation of future primary school teachers;
- prevention of difficulties and crises arising from the mismatch of professional expectations and the professional reality in the process of pedagogical practice, assistance to overcome it;
- prevention of professional burnout, etc.

Adaptive support during psychological and pedagogical support of practice is divided into the following stages: 1) diagnostics (the problem is defined); 2) searching (there is a joint search for causes and solutions, discussing possible consequences); 3) projecting (there is separation of functions for the solution of the problem, outlines ways of interaction); 4) activity (the student acts, and the supervisor approves, protects and corrects his actions); 5) reflexive (earlier stages of activity are discussed, it is found out, how much the problem is solved) (Luchentsova, 2015: 156).

The activities of the appointed supervisor of the practice should be aimed at promoting the professional adaptation of students and include psychological and pedagogical support in the process of pedagogical practice, taking into account the content and methodological component of practice, monitoring the future teacher's professional adaptation and diagnosing its effectiveness (see Fig. 1).



**Fig. 1. Pedagogical conditions of professional adaptation of the future primary school teacher in the process of pedagogical practice**

## 6. Conclusions

Thus, the competence approach to the organization of pedagogical practice of future primary school teachers will provide an opportunity to create such conditions in which they will feel more confident in their own professional activities. We believe that the creation in the process of pedagogical practice of future primary school teachers such pedagogical conditions as: implementation of psychological and pedagogical support of students during pedagogical practice, improvement of the content and methodological component of pedagogical practice and systematic monitoring of professional adaptation of the future specialist in the process of pedagogical practice, – will promote their adaptability to the professional environment and the requirements of the Professional standard.

The prospect of further research of the outlined problem is the development of methodological support for pedagogical practice that takes into account the developed pedagogical conditions.

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## INNOVATION, WORK, SOCIETY

RESEARCH OF PUBLIC ADMINISTRATION FOR INVESTMENT  
DEVELOPMENT OF REGIONS: THEORETICAL ASPECTS**Oleksiy Buchynsky**

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**Summary**

Investment attractiveness of regions under conditions of decentralization in Ukraine is one of the key directions for state policy, providing development of infrastructure in regions, increase of their production potential, growth of living standards of territorial communities and city dwellers. Study of theoretical aspects of investment development for regions in Ukrainian science branch “Public Administration” cannot be explored without studying conceptual apparatus, its features, historical, structural and logical content.

The author of the article researches the study of investment development of regions in terms of public administration. The peculiarities of the concept of “investment” are revealed, helping to substantiate this term from related ones in economics and law. The study of views for domestic and foreign scientists, interpretation of this concept in scientific reference books and manuals contributed to the formation of the author’s definition. As a result, investments are considered as objects that have a certain value as material value, natural resources, which can be included in the objects of entrepreneurial and other activities to obtain an effective useful result.

In the article the author gives numerous examples of research of investments in scientific works of Ukrainian and foreign scientists, some aspects of interpretation in economics and law that scientists could not reach agreement on. It is proved that there is no single definition of the concept in the regulations, which complicates the study of this topic in the field of “Public Administration”. So, the issue is not explored at the state administration level, especially in the context of the signed Association Agreement between Ukraine and the European Union.

**Keywords:** investment activity, public administration, investment, regions infrastructures, Association Agreement between Ukraine and the European Union.

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**1. Introduction**

Under the conditions of forming and developing market relations in Ukraine, the study of investment process at the regional level as a basis for integrated development of the region and ensuring transition to a better, investment-innovative type of growth, which is determined by large-scale investment. Despite significant natural and productive potential, developed

scientific schools for innovation, pace of socio-economic development of Ukrainian regions remains quite slow. There is a contradiction between available opportunities for development and the actual level of their use. In many respects, problem of resolving this contradiction is the scarce efficiency of investment processes taking place in the regions of our country. Meanwhile, sustainable development of territories depends on investment processes, which is accompanied by harmonious combination of tasks of ecological, economic and social subsystems of the region. These problems are especially acute in depressed areas, where the intensity of investment processes, even under favorable conditions, is hampered by the depleted state of natural resource potential, lack of opportunities for innovation. There is an objective need to develop fundamentally new concepts to intensify investment process in the region for integrated regional development that will ensure economic, social, environmental progress (*Gherasymenko I.S., 2012: 113*).

Question of the regional investment development was studied by the classics of economic theory A. Smidt, J. Keynes, K. Marx. Amongst Ukrainian scientists in the field of public administration R. Averchuk, V. Bodrov, N. Baldych, O. Gavrilyuk, A. Haidutsky, A. Duk, V. Shevchuk, M. Shestak have made a significant contribution.

In the study of the categorical apparatus of investment development for the regions, scientific works of S. Dyachenko, O. Kozak, M. Krupka, T. Mayorova, A. Muzychenko, V. Novitsky, A. Peresada, A. Filipenko, and O. Yurkevich are worth special attention.

In the article, based on the analysis of scientific researches for domestic and foreign scientists, various interpretations from reference dictionaries and normative-legal acts it is planned to carry out the theoretical analysis of investment development of regions and to form own vision of definition of "investment" as public administration category.

In the study of the categorical apparatus of investment development of the regions, the scientific works of S. Dyachenko, O. Kozak, M. Krupka, T. Mayorova, A. Muzychenko, V. Novitsky, A. Peresada, A. Filipenko, and O. Yurkevich deserve attention.

In the article, based on the analysis of scientific researches of local and foreign scientists, various interpretations from reference dictionaries and normative-legal acts we plan to conduct theoretical analysis of investment development for regions and to form own vision of definition "investment" as public administration category.

## 2. Analysis of investment theories

It is worth mentioning, it is impossible to study scientifically all the features of the investment process as an object of study without in-depth analysis of investment theories that appeared and disappeared over 300 years of socio-economic management, given that none of them became exclusive and had a long positive socio-economic effect.

Having analyzed investment theories of industrial economy period we see that most of them had low connection with real society existence, describing it through economic or mathematical theories, so this analysis is incomplete, simplified, one-sided, approximate, economically determined. We plan to research investment theories in the field of new science "Public Administration".

Researchers emphasize that investment is economic category, although related to technological, social and other aspects of implementation. In this aspect, investments are seen as objects of economic management at the micro and macro levels of any economic system (*Ghavryljuk O., 2008: 68-81*). However, investments are not only economic but also a social category, because they are ultimately realized through social environment, and ecological category, because they

are realized in ecological environment (pollute or clean the environment). They should also be researched through intellectual, technological and other components of reproduction. Therefore, in our opinion, investments cannot be absolute only of economic category, which means they should be an object of economic management at the macro level, but also an object of social, environmental and public management and administration (*Zadorozhnyj V.P., 2010: 29*).

### 3. Investments as process and activity in public administration

Integrating in its properties and primary in ensuring integrated development is the investment process, which is given considerable attention in the scientific literature. According to the interpretation of investment as an economic category, W. Sharp, G. Alexander, J. Bailey, in a rather narrow interpretation, link the investment process with how the investor makes decisions when choosing securities, the amount and timing of investments. Integrating in its properties and primary in ensuring integrated development is the investment process, which is given considerable attention in the scientific literature. According to the interpretation of investment as an economic category, W. Sharp, G. Alexander, J. Bailey, in a rather narrow interpretation, linking the investment process with how investor make decisions when choosing bonds, the amount and timing of investments (*Sharp W., 1985: 15*).

Ukrainian scientists link the investment process with justification and implementation of many investment projects. Obviously, for the newly formed economic system, interpretation of investment process through mechanism of acquisition and investment of securities and implementation of many investment projects significantly limits the object of study and does not cover all components of economic activity, which necessitates the study of this integrative category in the process of forming a new system of public administration and administration (*Zadorozhnyj V.P., 2010: 31*).

Currently, interpretation of the concept of "investment" is quite diverse, multi-vector. This term comes from Latin "invest", it is investment of capital, including money. However, we will not consider investment in terms of capital growth, it is a matter for economists and financiers. It is important for us to consider this concept as a process and procedure. After all, investments are made through investment activities, and is defined as an investment process carried out on organizational and legal basis in relation to particular investment project and enterprise.

Therefore, analyzing various dictionaries, regulatory framework, in particular, the Law of Ukraine "On Investment Activity", the Commercial Code of Ukraine, the Tax Code of Ukraine, we note that investments are treated as business transactions (*About investment activity, in Ukrainian 13*), types of property and intellectual property, which are invested in business entities, as a result of which profits are obtained, it is investment to increase capital, keeping income. Investment activity is socially beneficial.

However, not all investors take into account public interest when carrying out investment activities, so public management and administration of this process are extremely important to preserve public interests, vital conditions for development of society. It is worth noting that scientists identify three main areas of investment – economic, public and private. Considering state level, investments mostly perform a function that provides favorable conditions for production, helping to improve social security by creating additional jobs, supporting the development of socially important facilities – health, education, culture (*Shestak M., 2014: 161-163*).

Interpretation of the essence of the "investment" concept should be studied not only through investment activities, but also as investment process, according to which public administration and management are interpreted. So Gulyaeva N includes five stages into the management process (*Ghuljajeva N.M., Vavdijchuk I.M., 2015 :72*):



- formulation of investment goal;
- formation of investment policy at the state and regional levels;
- choice of portfolio strategy;
- selection of assets;
- measurement and evaluation of investment efficiency.

Historical retrospective of investment theories' development, world experience of their application in the context of implementation of management tools of the state shows that scientists have always paid attention to the concept and principles of public management in investment processes (*Lajko O.I., 2010: 69*).

#### 4. Principles and functions of the investment process' management

Principles of investment process management are objective laws of rational organization and implementation of state management functions aimed at ensuring the effective attraction and use of investments.

In terms of content, principles of public administration can be divided into socio-political, organizational and special.

Special management principles include:

- principle of mutual responsibility of investors and state;
- principle of observance of fundamental rights and freedoms of investors;
- the principle of legal liability of investors for violation of the legislation of Ukraine or international agreements;
- the principle of consistent decentralization of the investment process and expansion of mixed financing of investment projects;
- the principle of attracting foreign investment mainly for implementation of state priority programs (projects) aimed at restructuring the economy and giving priority to the completion of previously started construction, technical re-equipment and reconstruction of existing enterprises;
- the principle of improving the legislation on investment activities (*Jurij S., 2000: 106-113*).

The basic principles of public management of investment processes that should ensure the complexity of regional development include:

- increasing efficiency of budget investment resources on the basis of their competitive placement, mixed public-private financing of priority investment projects, presentation of state guarantees for private investments and strengthening state control over the targeted use of budget funds;
- creating conditions to improve corporate relations, bringing the level of corporate governance in domestic companies to international standards;
- reduction of real interest rates to the level that corresponds the efficiency of investment in the real sector of economy;
- formation of organizational and legal prerequisites for reducing investment risks in order to stimulate domestic and foreign investment, as well as deposits of the population.

So we have a multi-vector interpretation of the "investment" concept. However, we should clarify it by characterizing the functions. Under the functions of public administration we should understand objectively determined actions, integral part of the executive and administrative activities of executive bodies (their officials), carried out on behalf of the state in order to implement its tasks in economic, socio-cultural and administrative-political spheres of public life.

When management activities are carried out, various functions in the content and purpose can be combined into three groups: general, special and auxiliary (*Sharp W., 1985*).

The general functions of management include: information, management, forecasting, planning, organization, coordination, control.

Having analyzed special functions of public administration of the investment process, we can divide them into two groups: functions to attract investment and functions to use investment.

*Among functions of attracting investment we distinguish:*

- determination of priority areas for structural investment policy, priority areas of use of investment;
- formation of state policy on attracting investments;
- participation in international economic cooperation, work of international economic and financial organizations in order to attract foreign investment, making international agreements on foreign investment;
- accounting for information on investment sources, the need to attract them, areas and efficiency of use;
- creating favorable conditions for investors' activities on the territory of Ukraine, etc.

Based on the analysis of the content of regulations and statutes on relevant public authorities and other institutions, practices of their activities, we can determine that these functions fall within the competence of President of Ukraine, Cabinet of Ministers of Ukraine, Ministry of Economic Development and Trade of Ukraine, Ministry of Finance of Ukraine and Ministry of Foreign Affairs of Ukraine (*Zhalilo Ja. A., Kononenko K. A., Jablonskyj V. M., (2014: 115)*).

According to classifications of functions for the use of investments made by J. Medvid (*Medvidj Ja. F., 2011: 107–112*), we can include:

- organization of expert examination and competitive selection of investment projects and programs, search for the providers;
- organizing collection, study and generalization of investment entities' proposals for the provision and receipt of investments, accounting for applications of investors and recipients to participate in investment projects and programs;
- registration of investment projects and programs.

This way, investments play important role in functioning and development of economy, and various spheres of public life, in particular, public administration and administration of investment process, contributing to classification of investments by choice of criteria, including:

*by object:* real, intellectual, financial, in the development of human capital. (real – investments in production assets, tangible and intangible assets; intellectual – investments in intellectual property, formed from patent and inventive property rights, industrial design rights and effective models; in the development of human capital – is an investment in education, professional development, professional development, professional growth and social sphere; financial – investments in various types of securities);

*by kind:* direct and indirect (direct – direct investment in the object of investment; indirect – indirect investment by others);

*by period:* long-term, short-term (long-term – investment over a year; short-term – investment for up to one year);

*by property category:* private, state, foreign and joint (private – investments of individuals and legal entities; state – funds of the state budget, state extra-budgetary funds; capital of state enterprises; foreign – investments made by foreign citizens, funds, states; joint – carried out jointly by sub-projects of the given country and foreign states);

*by regional characteristic:* domestic and foreign investments (abroad, abroad (domestic and foreign investments);

*by method of stock accounting (money):* gross and net investment (gross – is the total amount of investment, which is aimed at the acquisition of gross means of production, increase in inventories, new construction over a period of time; net investment – the amount of gross investment, which is reduced by depreciation);

*by level of risk:* risk-free, low-risk, medium-risk, high-risk, speculative (risk-free – no risk in financing, investment losses, guaranteed not only cost recovery, but also the amount of investment income; low-risk – when the risk is much lower than average, but it still exists; medium risk – this is when the level of risk corresponds to the market average; high-risk – the level of risk is higher than average; speculative – this is when capital investment is made in various areas of projects in order to obtain at any cost the highest level of investment income) (Shestak M., 2014: 161-163).

Theoretical aspects of the study of issues of state investment policy at the regional level represent a powerful layer of the theory of regional reproduction, they were covered in scientific publications by M. Butko, S. Yuri, O. Yastremskaya and others (Butko M. P., Zelenskyj S. A., Akymenko Ju., 2005: 30-37; Jastremska O. M., 1999: 80-85).

## 5. Conclusion

Theoretical analysis of investment activities and processes was done by specifying the definition of “investment”, their characteristics and definition of essential features, which contributes to the process of building public investment policy at the regional level, implementation of internal and external public administration aspects, which plays an important role in building investment policy, provides a comprehensive analysis and management of structural ties and relations in the region, including the reproduction of human capital, monetary, financial, natural and information resources, services of branches of regional production and social infrastructure, which are provided with the help of regional markets, form today a significant part of public administration and administration.

Further promising research will be the study of the procedural approach to the mechanism of regional reproduction of state investment policy, which is implemented through internal and external investment relations of the region. The reproductive approach can be a promising exploration for the application of a comprehensive mechanism of public management of structural ties and relations in the region, including the reproduction of human capital, monetary, financial, natural and information resources, services of regional production and social infrastructure.

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## THE FEATURES OF SOCIAL POLICY MODERNIZATION AND TRANSFORMATION IN MODERN DEMOCRATIC STATES IN RELATION TO UKRAINE

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### Summary

Political life experience in democratic countries proves the need of Ukrainian society to adapt to the world globalization processes in the perspective of recognizing Ukraine as a democratic state in the world community. Changes and transformations are always under influence of the globalization process which takes place in all spheres of life: economic, political, social etc.

Actuality of the article is determined by the fact that globalization process is influential in dynamic transformation of social life. It is evident that historically formed social policy model in democratic and economically developed countries requires change and transformation in accordance to challenges of the present day. Special attention deserves the social sphere, as mechanisms for the implementation in social policy and social protection of the population of our country need to be changed. This problem refers not only to providing political situation stabilization, raising the level of public trust to state activities in the social sphere, but also in establishing the interaction between people and state institutions as subjects of public policy. We believe that problem of transformations and changes in social policy in democratic state is important in the era of globalization and transformational change, especially for Ukrainian state which aims to develop a democratic way.

**Keywords:** democratic countries, transformations, transformation of social life, formed social policy model, democratic and economically developed countries, modern challenges.

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### 1. Introduction

Today concepts of modernization are defined by socio-cultural character. In the context of modernization, it involves reorientation of public relations to the distribution of integral values (social state, humanism, aw-governed state, an individual freedom, human rights, etc.) (Tsvetkov V., Gorbatenko B., 2001 : 17).

As a result, the research of "human dimension" in social policy, it's modernization and transformation in modern democracies is relevant.

In this context problem of making a model of social policy in Ukraine and identifying the trends of its transformation of democratization is very important.

**The purpose of this article** is to identify trends in the formation of a model of social policy in Ukraine in the context of democratization.

**The level of scientific development of the problem** Research of this problem has been done by domestic and foreign scientists such as M. Volgin Gorbatenko, E. Gansova, A. Doronin, W. Lorenz, G. Esping-Andersen, B. Deacon Semygina T., V. Skuratovskiy, A. Silenko, A. Skripnyuk and others. However, the dynamic development of modern society under the influence of globalization processes requires continuous analysis and study the impact on the state of social and political life of the society, including the state of social policy and social security, particularly given the desire of Ukraine as a democratic developing country to join the world community.

An essential feature of the process of modernization is structurally meaningful transformation of the state management system, aimed at disclosing its full potential, the formation of the state structure of social action. Globalization processes can be considered one of the weightiest factors accelerate integration and democratic development of the world community. In a globalized world, the problem of perspective development cannot be solved without considering the changes in the social sphere of society, forecasting the development of relations between the individual and the state and the determination of the basic foundations of the modernization of social policy. The experience of developed countries shows convincingly that the nucleation and formation of the welfare state does not occur spontaneously, but on the basis of a government policy (*Barapasha V., 2008: 135-137*). According to Ukrainian scientists, social state, as a special kind of public approval positions, cannot be limited only to social orientation. To ensure adequate social needs and demands of the population is the creation of a favorable needed trade state, the definition of economic development strategy of the company. At the present stage of transformation of Ukrainian society in the direction of the effective operation and improvement of the welfare state priority is the creation of effective socially oriented institutional system that allows citizens to choose between public (institutions of the legislative and executive branches of government, labor exchange) and non-state (private insurance and pension companies, philanthropic foundations, NGOs) institutions (*Barapasha V., 2008: 150-157*).

## 2. Scientific studying of the problem

Exploring the issue of modernization of Ukrainian society at the turn of the millennium, modern scholars say that at the present stage of the Ukrainian state development of the welfare state is the need to overcome the mutual alienation of the individual and the state, the state and society (*Gorbatenko B., 1999 : 146*).

Necessary component of democracy has extensive system of civil society organizations. Only in a democracy such associations have the necessary conditions of activity and development, real participation in decisions of the government and public affairs. Democratic society should have a full partnership between the government and charitable organizations, creating favorable conditions for disclosure of public building and promotion of social activity (*Larina N., 2014 : 25-30*).

Thus, we can identify one of the trends that indicate changes in social democratic countries, namely strengthening of non-state actors and solving social problems, resolving social conflicts. Such transformations in social policy liberalization lead to positive changes of the state and civil society in the framework of regulation of social issues. State delegates its powers in social policy with other “contract system” providing social services, actively stimulates activity of the non-state sector (e.g. the USA, the UK).

### 3. Tasks of democratic states in the field of social policy implementation

In modern literature there is classification of democracies based on determination of the activity of the State for implementation of socio-economic rights of individual “positive state”, “state of social security”, “social state” (Davydova M. 2001: 33). Domestic researcher M. Davydov notes that positive state dominated political approach, answers are deemed necessary protection capable citizens who positively manifest themselves. As ideology of the state is used to install something that majority of citizens, provided security in position to take care of oneself and create own wealth. In the social sphere, the state assumes a duty to maintain the law and order and building economically secure environment for business and professional activities. Under such conditions, social policy, called active social policy often sets before man too humiliating or difficult to fulfill the requirements. In the positive state has the possibility of their own efforts to provide their welfare, and the state to create the appropriate conditions for this.

Analyzing the nature of the state of social security, we note that in such a state citizen has a legally enforceable right to a certain guaranteed minimum welfare. Social same state guarantees a minimum level of well-being and, therefore, assumes responsibility for its provision restricting civil liberties by making decisions on citizens on the basis of the total for them (citizens) liability (Davydova M. 2001: 35).

So, the modern democratic state among the tasks in the implementation of social policy to recognize: the desire to provide every citizen with decent living conditions; eliminating the negative effects of the operation of market processes; social justice and social and political stability in the country; complicity of the state and civil society in the management of social conflicts solving social problems; reduce social tension in the society; possibility of personal fulfillment, recognition of the human subject of social policy; social security of citizens.

Providing these tasks in the field of social policy reflecting the desire to preserve social stability in democracies, despite the differences in the models of social policy specific country. It is worth noting that the goals of social policy in many countries with developed democracy experiencing some transformations under the influence of globalization and democratization. Changes in social policy model can be considered as a response to the challenges of modern trends of civilizational development of society, in particular such as dynamism and instability (Davydova M. 2001: 105). Researcher T. Semygina analyzing transformations in social policy economically developed states of the world (UK, Germany, Sweden, the USA, Japan, New Zealand), defined the general tendencies inherent in models of social policy in these countries, namely: the beginning of a certain erosion of “classical models of social software” and traditional views on social policy and social services. Thus, globalization has challenged the existing system of the country, in particular the system of wages, employment, social security, protection of workers, the provision of social services. The researcher gives the following example: the technology that transformed the world into a common market, led to the emergence of the less developed countries of the so-called virtual jobs that are partly informally employment. Under such conditions we can say about the appearance of a number of social problems and creating a situation that leads to a decrease in demand for skilled and low-skilled work force, reducing self-employment and increase the long-term unemployment (Davydova M. 2001: 116-125).

Thus, the deepening fragmentation of the labor market. This leads to a re-supervision of many issues related to state regulation of wages, pensions, reduction of the role of trade unions as social partners.

#### **4. The experience of developed European countries in the implementation of the individual's right to social security**

So, in the context of globalization, despite the expected recovery in economic and social situation of removing barriers for trade liberalization has led only to the further deepening of inequality between rich and poor countries, as well as various social groups in the same country. Even in developed countries are perceived differences in income, depending on age, gender, ethnicity. Actually, it's not only income but also other indicators of quality of life (*Semygina T., 2008: 145*).

On the formation of quality of life, it is important to consider the problem of the right to social security, the creation and maintenance of social security and funding. Social rights and freedoms of the individual as determined by its ability to provide adequate, sufficient and necessary social conditions of life of the individual in society (*Strohan A., 2008: 137*). Analyzing trends in the implementation of the social policy of democratic states, defining the role and place of the person as a subject of social policy should refer to the experience of the developed countries of Europe.

The main legal act regulating relations in the sphere of social PC software in Europe, including the principles of its funding is the European Social Charter. Recognizing the social protection as a basic social right, the European Social Charter helps strengthen it by setting minimum safeguards at European level. Right to social security was first recognized in the international dimension as a human right in the Universal Declaration of the Rights of Man and of the Citizen. It is central to a number of ILO Conventions, as well as included in the International Covenant on Economic, Social and Cultural Rights. Charter, according to local researchers (*Strohan A., 2008: 139*), goes beyond these international instruments, it is – the only international agreement relating to all aspects of social security. Besides the basic social security rights, the Charter guarantees the right to social and medical assistance and the right to social services. Social security system, monitored by the European Committee of Social Rights, differ not only in their results, but also by the process of organizing and financing in accordance with the cultural, historical and political experience of the countries in which they operate. These features that characterized Western Europe after World War II, became more noticeable after the enlargement of the Council of Europe, the countries of Central and Eastern Europe (*Strohan A., 2008: 140*).

The main trends and features of the functioning of modern social security systems of European countries can be considered as such:

- Shift in emphasis from public charity to reorientation of working population in social security on their own resources and capabilities;
- Creation of social and economic conditions for social self-defense and social security at the expense of personal contribution on the basis of self-regulation of their own potential;
- Strengthening provision of targeted assistance;
- Introduction of equality between the sexes – individually oriented payment;
- Programs to combat poverty and marginalization;
- Decentralization of services, care from inpatient care, etc. (*Strohan A., 2008: 140*).

#### **5. Modern trends in social governance in democratic states**

As the current trend in democratic countries can be noted the need to put into practice the social management system of social standards of quality from the perspective of the normal life



of a person to change the system of the social minimum. It is important to consider the trend-setting international social standards, stimulate national governments to the implementation of national social programs in the fields of employment, health care, the education sector in order to overcome the problems of unemployment, poverty, and strengthen investment education, health as a guarantor of social stability (Davydova M. 2001: 147). According domestic and foreign experts on socially and policies, another important socio-demographic trend that has economic, political and cultural implications, is to strengthen the migration. The migration process takes place both on the domestic and external level. Regulation of labor migration has become an important component population policy and employment in many countries (Davydova M. 2001: 146). In addition, diverse demographic trend (increase in fertility in less developed countries and at the same time a significant amount of infected adult population in countries immunodeficiency virus and AIDS, aging populations in developed countries, urbanization, life) define social policy priorities of both individual countries and the world at large. Exploring the issues of modern development of social policy, formulates T. Semigina trends change in the basic model of social policy: rapid innovation through the exchange of information dissemination of values, methods and approaches in the provision of social services, which have not previously been characterized by a specific culture; pluralism of ideas; social services; development of non-governmental and private organizations, deinstitutionalization (the rejection of large residential institutions) and decentralization; dissemination of ideas-tested social assistance for the destination, providing residential or educational loans, etc. (Semygina T., 2008: 147).

## 6. Conclusions

In the context of globalization process Ukraine as a democratic, rule of law and social state has the problem of own model improving in social policy, which is still characterized as uncertain and instable. Experience of developed countries proved that transformation of social policy is not a spontaneous process and requires reforms, not only in the social sphere. High levels of social stratification become an obstacle to accumulation of cultural and intellectual resources modernization. Social experience of transformation in modern Ukrainian society suggests a large scale of mechanisms involved in implementation of social models, which replicate the experience of democratic countries. Challenges which Ukraine meets under the influence of globalization and modernization are connected with problems of social differentiation, increased social tension and insecurity, political and social exclusion. From here we can talk about insufficient level of participation of a person as a subject of social policy in the public and political life of society.

Analyzing changes in social policy under the influence of processes of modernization, it is important to consider the opinion that now the country's life is measured and compared not only by economic power, but also by the level of human development. Nation-states are forced to build their public policies, in particular in the social field, considering class differences on the one hand and individual rights and freedoms on the other hand (Semygina T., 2008: 148).

European experience confirms that political commitment in the implementation of democratic reforms may be vain without spiritual, particularly humane, ethical and moral dimensions which are focused on private interests of citizens, a harmonization of social interests, a guarantee of the rights and the freedoms and protection mechanisms (Monograph. 2017: 62]. Ukraine as an independent and democratic state is connected with the international community, so needs to adapt to the world globalization processes. Therefore, at this stage, Ukraine is facing the task – to build a modern model of its own social policy, considering the positive experience of model changes and transformations in social policy in modern states.

But it shouldn't be a plain copy of developed countries experience. On the way to reformation of existing mechanisms, it is important to consider not only the current positive trends in social policy of democratic states, but the negative effects of transformations and changes too.

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## FORMING A MODERN SYSTEM OF MANAGING LAND RESOURCES OF TERRITORIAL COMMUNITIES IN THE CONDITIONS OF DECENTRALIZATION OF UKRAINE

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### Summary

The article considers peculiarities of formatting modern system of land resources management for territorial communities under the conditions of decentralization in Ukraine. The author reasons that managing land resources of territorial communities today is an important scientific and applied problem at various levels of management. It is noted that today development of Ukraine is closely linked with the reform of its administrative-territorial structure, aimed at ensuring economic, social and financial capacity of each administrative unit – primarily the territorial community.

The author emphasizes that in the context of ongoing decentralization reforms, mechanisms and processes that accompany functions and development of territorial communities are also being transformed. At the same time, certain extra powers are given to the united territorial communities, they become responsible for more effective management, including land and resource potential, which is the basis for the territory development. This is the reason to suggest development and implementation of interconnected system of legal, administrative and economic measures, at the level of local government, being united by the same goal of regulating land and property relations, to ensure stable, balanced and effective development of the territorial community.

**Keywords:** state management, land resources management, land use, territory, territorial resources, territorial amalgams.

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### 1. Introduction

Today, development of Ukraine is linked with reform of its administrative-territorial structure, aimed at ensuring economic, social and financial capacity of each administrative unit – especially the territorial community. Since 2015, in the context of ongoing decentralization reforms, mechanisms and processes that accompany functioning and development of territorial communities have been transformed. At the same time, consolidation of territorial units at the basic level takes place, and now districts as well, certain additional powers are given to the amalgamed territorial communities.

Theoretical and methodological aspects of state land management were considered by such foreign and domestic scientists as D. Babmindra, V. Vyun, V. Gorchak, D. Hnatkovich, D. Dobryak, M. Laveykin, L. Novakovskiy, who analyzed conceptual apparatus of the system of state land resources management and meaningful characteristics of the processes taking place in this field.

Significant contribution to the development of certain aspects of state management of land resources is made by V. Bokolag, O. Botezat, V. Druhak, M. Kovalsky, R. Kuriltsev,

Y. Lytvyn, O. Mordvinov, A. Merzlyak, O. Okhriy, V. Peresolyak, O. Pronina, G. Shary, O. Chebotaryova, V. Chuvpylo, V. Tsyplukhina, A. Yurchenko and others. Contribution to the development of theoretical and applied foundations of land management was made by land economists: I. Bystryakov, V. Budziak, Y. Dekhtyarenko, J. Dorosh, O. Dorosh, V. Gorlachuk, L. Novakovsky, A. Sokhnych, A. Tretyak, M. Fedorov and others.

Despite the significant number of publications, Ukrainian science has not sufficiently studied formation of the modern system of land management of territorial communities in the context of decentralization of Ukraine. The purpose of the article is to generalize scientific achievements on the issue in the scientific literature.

## 2. Characteristics and the structure of territorial communities in Ukraine

Currently, process of unification for territorial communities is underway, and of course boundaries of new entities are being actively formed, having large plots of land at their disposal, that requires some control, careful analysis and further planning for use. As of January 1<sup>st</sup> 2019, 3.793 out of 11.215 territorial communities (34% of the total number at the basic level) became part of new administrative entities (Table 1). In total, the territory of ATC is about 209.6 thousand square kilometers (37.6% of the total country area, excluding temporarily occupied territories) (*Sukharska*).

Table 1

Amount and structure of territorial communities in Ukraine, as 01.01.2019

Oblast	Amount of TC before the reform	Amount of UTC	From them:								Amount of non-amalgamate TC	
			Created in 2015-2017				Created in 2018				total	% from the amount before the reform
			total	city	hamlet	village	total	city	hamlet	village		
1	2	3	4	5	6	7	8	9	10	11	12	13
Vynnytska	707	38	34	6	9	19	4		2	2	590	83,5
Volynska	412	50	40	1	9	30	10	1	2	7	205	49,8
Dnipropetrovska	348	60	56	3	21	32	5	1	1	3	166	47,7
Donetska	386	11	9	4	1	4	2		1	1	283	73,3
Zhytomyrska	631	52	45	5	17	23	7	1	2	4	232	36,8
Zakarpatska	337	6	6	3	0	3					317	94,1
Zaporizka	299	51	36	4	7	25	15	1	4	10	115	38,5
Ivano-Frankivska	516	29	23	1	13	9	6		2	4	388	75,2
Kyivska	659	13	9	2	3	4	4	1	2	1	587	89,1
Kirovohradska	415	20	13	4	2	7	7		3	4	357	86,0
Luhanska	332	17	8	0	6	2	9		2	7	241	72,6
Lvivska	711	40	35	7	8	20	5	2	1	1	566	79,6
Mykolaivska	313	40	28	1	8	19	12	2	1	9	173	55,3
Odeska	490	31	25	4	6	15	6	1	2	3	355	72,4
Poltavska	503	44	38	5	6	28	5		2	3	338	67,2

Continuation table 1

1	2	3	4	5	6	7	8	9	10	11	12	13
Rivnenska	365	31	25	1	5	19	6			6	260	71,2
Sumska	419	33	28	4	10	14	5	2		3	263	62,8
Ternopil'ska	615	47	40	8	12	20	7	2	2	3	349	56,7
Kharkiv'ska	458	16	12	1	9	2	4		2	2	391	85,4
Kherson'ska	298	29	26	0	8	18	3			3	195	65,4
Khmelnytska	605	44	39	5	16	18	5		2	3	264	43,6
Cherkaska	556	53	36	4	3	19	27	1	2	24	378	68,0
Chernivetska	271	32	26	6	3	17	6	3	1	2	158	58,3
Chernihiv'ska	569	42	37	10	17	10	5	1		4	251	44,1
<b>Total</b>	11215	830	665	89	199	377	165	19	37	109	7422	66,2

Thus, the largest number of ATCs was created in Dnipropetrovsk and Cherkasy oblasts – 60 and 53 ATCs, respectively. The smallest number – in the Zakarpatska (6) and Donetsk (11) regions. The composition of communities is very diverse and includes from 2 to 569 settlements. Among the formed ATCs, rural communities predominate – 486 units, settlements are 236, urban – 108 (*Sukharska*). It should be noted that today only six oblasts have more than 50% of their TCs amalgamed from all the territorial communities that existed before the reform – Volyn, Dnipropetrovsk, Zhytomyr, Zaporizhzhia, Khmelnytsky and Chernihiv. Less than 10% of communities are united only in Zakarpattia region.

### 3. Organizational and economic mechanism of land resources management for territorial communities under the conditions of decentralization

At the present stage of reforming the economy, area of land relations also needs radical changes, namely in the management of land resources. Increase in the number of economic entities on the land has initiated expansion of the circle of participants in land relations, and the decentralization reform is actually related to the activities of another important entity at the local level – the amalgamed territorial community. Therefore, problems of reforming land relations are extremely important. At the same time, these processes occur with virtually uncontrolled formation of market relations in the land sector, inconsistent current legislation, which to some extent poses a threat to national security in the field of land relations and is associated with the danger of losing land resources in various aspects (political, environmental, etc.) (*Monitorynh protsesu detsentralizatsiyi vldy ta reformuvannya mistsevoho samovryaduvannya stanom na 10.01.2019 r.*).

Management of land resources of territorial communities is the use of local governments' organizational and economic mechanism of direct action, including changes in legislation, taxation system, target standards, social standards, efficiency criteria, etc., on the activities of economic entities in the field of land ownership, disposition and use of resources by those, who are, without exception, individuals and legal entities within the community. To do this, it is necessary to develop and implement at the local government level an interconnected system of legal, administrative and economic measures, united by a single goal of regulating land and property relations, which should ensure stable, balanced and effective development of the territorial community.

One of the shortcomings of state land management in modern conditions is lack of real division into territory of state and communal ownership, which makes it impossible to

clearly perform the functions and powers of land management of local authorities and local governments. As a result, there is an overlap of management functions.

It is obvious that state activity in the field of land relations' regulation is carried out more widely than land management. That is, the regulation of land relations also extends on the sphere of public relations, adjacent to the field of land relations, if it is necessary to ensure rational use and protection of land.

Land management of village and settlement councils is an advantage of the relevant local government body, which carries it out with the direct will of the population. The main function of local governments is to ensure the independent solution of issues of local importance: ownership, use and disposal of communal property, and above all – the formation of communal land ownership within the Land Code of Ukraine. Provided such functions are properly performed it is possible to raise the issue of local significance on the possession, use and disposition of land ownership.

Necessity to expand the range of disposition powers of the lands of village councils for the benefit of the local community is obvious. However, it is known that on the territory of such administrative-territorial units there are objects with different types of land rights. The Land Code of Ukraine defines lands of different categories, which, according to the current legislation, cannot belong to communal property. Their boundaries are determined during the distribution of state and communal lands. That is, a clear division of land into state and communal ownership is a necessary condition for the local governments' implementation of the authority of disposition of the land that needs to be transferred to communal ownership.

#### **4. Perspectives of the amalgamed territorial communities' development**

With a significant reserve for redistribution of land, local authorities have the opportunity to provide prospects for the development of amalgamed territorial communities, solving problems related to the construction of industrial enterprises, recreation areas, parks, housing, etc. If a city or rural district does not have a land fund for its development, local governments have to buy land, if necessary.

By involving the owned lands to the market turnover, preconditions are created for the formation of the land market and its further development, thus providing optimal conditions for attracting investments, as any investor wants to own a land plot. Therefore, state ownership on the territory of village, settlement councils significantly slows down the development of land market (*Druhak, 2013*).

It is important to note that territorial formations, the state, enterprises or organizations cannot independently determine the development prospects of lands of territorial communities, ensuring the fulfillment of the set goals and tasks. Only cooperation of all participants provides well-thought-out and coordinated development of the territory.

Local government bodies independently manage communal property, form and fill the local budget at the expense of land payments, establish local taxes and fees, and protect lands. At the same time, possibility of endowing them with certain state functions with the establishment of appropriate administrative and legal relations with the highest bodies of public administration is not excluded. Moreover, the implementation of the transferred functions and powers is under the control of the state.

The Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine Concerning the Delimitation of State and Communal Lands" of September 6, 2012 № 5245 – VI establishes a somewhat limited list of lands in communal ownership:

a) all lands within settlements, except for private and state-owned land plots;  
 б) land plots where buildings, structures, other immovable objects of communal property are located, regardless of their location. State-owned land plots to be used to accommodate facilities intended to serve the needs of the local community (utilities, institutions, organizations, public pastures, cemeteries, waste disposal and recycling sites, recreational facilities, etc.), as well as land plots, which in accordance with the approved urban planning documentation is expected to be included in the settlements, by decisions of the executive authorities are transferred to communal ownership (*Pro vnesennya zmin do deyakykh zakonodavchykh aktiv Ukrainy shchodo rozmezhuvannya zemel derzhavnoyi ta komunalnoyi vlasnosti, 2013*).

The transfer of land plots of state ownership to communal ownership or vice versa is carried out by the decision of the relevant executive authorities or local governments, which dispose of state or communal lands in accordance with the powers defined by the Land Code. Therefore, according to the above-mentioned Law, starting from January 1, 2013, all lands in Ukraine are considered delimited by virtue of the Law. As a result of the delimitation, more than 40% of Ukraine's land fund remained in state ownership and slightly more than 4% became communal. Lack of opportunity for local councils to dispose of land outside settlements creates obstacles to the development of rural and urban areas.

At the moment, along with the process of unification of territorial communities, the transfer of land from state to communal ownership continues. According to the LCU (Article 125) the right of ownership of the land plot, as well as the right of permanent use and the right to lease the land plot arise from the moment of the state registration of these rights.

The fact of confirmation of state registration of a legal land plot is its inclusion in the database of the State Land Cadaster. As of January 1, 2019, more than 5% of the total number of registered land plots is in communal ownership.

Table 2

**Amount of land plots registered in the y SLC,  
in cities and regions, by the type of ownership**

	<b>Private</b>	<b>State</b>	<b>Communal</b>
Regions	89,3 %	6,5%	4,2%
Cities	75,5%	8,0%	16,5%
Ukraine	87,8%	6,7%	5,5%

So, a clearly defined and reflected in the project documentation boundary of the amalgamed territorial community will allow to identify the actual available land, set restrictions on land use, determine the categories of land use, functional areas, recreational areas within the territory, as well as reserve territories for further development and preservation of areas with special terms of use. Accordingly, one of the documents that requires immediate development and approval of each territorial community (rural, township, city) is the Land Management Project to establish the boundaries of the united territorial communities.

Legislative unregulated issues of establishing boundaries, development of schemes and land management projects of a single land resource space of united territorial communities, village, settlement, city councils, land management projects for the formation of agricultural land, which would introduce the landscape stage of the territory, one of the serious shortcomings of the introduction of the ubiquity of local self-government, the formation of a rational system of land use, the creation of ecologically balanced landscapes. At the same time, only land

management measures provided for in the land management documentation allow to carry out works on rational use and protection of lands, formation and organization of the territory of the land management object taking into account their purpose, restrictions on use and restrictions (encumbrances) of other persons. land easements), preservation and increase of soil fertility, etc., namely to carry out land improvements that increase the value of land plots, and, accordingly, revenues to the budget of ATC (*Dorosh, Novakovskyy, Tretyak, 2018*).

One of the most important stages of the decentralization is transferring agricultural land plots of state ownership into communal ownership of ATC. The process of transferring state-owned agricultural land is regulated by the Land Code (Art. 117, "Transfer of state-owned land plots to communal ownership or communal land plots to state ownership"); Resolution of the Cabinet of Ministers, which obliges the State Geocadastré to carry out such transfer in some ATC lands; Law of Ukraine on «the Local self-government» (Art. 26), regulating the obligatory coordination of actions of the State Geocadastré with the local self-government body in the transitional period of land transfer (*Zemelnyy kodeks Ukrayiny, 2001*).

### **5. The essence of transferring agricultural lands of state ownership into disposition of ATC**

For the purpose of such transfer, the Government has developed and proposed a simplified procedure for the transfer of state-owned agricultural land to the ATC. The whole process can be divided into stages:

1. Conclusion by the heads of the ATC with the territorial body of the State Geocadastré (main departments in the regions) of the Memorandum of Cooperation in the implementation of measures for the transfer of state-owned agricultural land to the communal ownership of the ATC.

2. ATC appeal to the territorial body of the State Geocadastré in the region with a request to transfer state-owned agricultural land to communal ownership.

3. Issuance by the territorial body of the State Geocadastré of an order on conducting inventory of agricultural lands on the territory of the relevant ATC. Carrying out an inventory of land in this case is the need to form land plots, that is the definition of land as an object of civil rights, determining its area, boundaries and entering information about it in the State Land Cadastre.

4. Development and approval of technical land management documentation for land inventory, mandatory state examination of land management documentation (in cases established by law), registration of land plots in the State Land Cadastre, approval of relevant land management documentation.

5. Registration of the property right of the state represented by the territorial body of the State Geocadastré in the State register of real rights to immovable property and their encumbrances.

### **6. Issuance by the territorial body of the State Geocadastré of the order "On the transfer of land from state ownership to communal ownership ATC", drawing up and signing an act of acceptance-transfer of land by cadastral numbers**

7. State registration of communal property rights to land plots under ATC. The decision of the executive authorities or local self-government bodies on the transfer of land to state or communal ownership together with the act of acceptance-transfer of such land is the basis for state registration of ownership of the state, territorial community on it (par. 4 part. 1 Art. 117 LC) (*Zemelnyy kodeks Ukrayiny, 2001*).



Fulfillment of all the land transfer stages of from state to communal ownership makes it possible to dispose of agricultural land, which were classified as state ownership, on the right of communal ownership of real estate ATC, which in turn provides an opportunity to expand sources of local budget revenues.

Thus, such transfer will be carried out formally and end up with signing the act of acceptance-transfer for land plots according to cadastral numbers, but the question arises as to the definition of the boundaries of the transferred plots to communal ownership in the area. Land management requirements stipulate the boundaries of administrative-territorial units are established and changed according to land management projects, which are developed in accordance with the feasibility study of their development.

If we follow the “letter of the law”, then Art. 20 of the current Law “On Land Management”, cases of mandatory land management, namely, “... establishment and change of boundaries of land management objects ...” (*Pro zemleustriy, 2003*).

At present, the settlement of disputes related to land use in the territory of village, settlement and city councils remains problematic, but as a result of decentralization of power in the field of land relations regulation, such disputes will be resolved by local governments, namely, land disputes over the boundaries of land plots owned and used by citizens, the location of restrictions on the use of land and land easements and citizens' compliance with the rules of good neighborliness, as well as disputes over the delimitation of district boundaries in cities. Thus, with the transfer of large areas to the management of local governments, they are expected to consolidate a wider range of powers to manage these lands.

## 6. Conclusion

Thus, the process of decentralization of power in the field of land relations regulation and amendments to some legislative acts of Ukraine on delegation of powers to local governments to dispose of state property and strengthen state control over land use and protection will have positive socio-economic consequences, namely: strengthening the influence of the territorial community on land and economic relations in the countryside; determination of the legal regime of lands of collective ownership, dead heritage and unclaimed land shares (share); simplification of the procedure for legal and natural persons to own and use land plots on which buildings, structures, other real estate objects are located, the ownership of which is registered to the purchaser of the land plot; strengthening state control over land use and protection.

Thus, the reform of land relations and the implementation of modern land policy to expand the powers of local governments in Ukraine is associated primarily with the practical definition of land ownership, development of land market and its infrastructure, quality control of land use and organization measures to improve and restore land resources at the level of territorial communities.

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## MARGINAL FEAR OF DESPAIR AS AN EXPLICATION OF THE INTEGRITY OF CONSCIOUSNESS (CREATIVE COMPONENT)

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### Summary

The article considers the marginal fear of despair, which causes a vacuum in the soul as an explication of the anxiety of nothingness and uncontrolled fear of death are chains of a single process, symptoms of the «creative disease» of European culture. Unfortunately, modern culture rejects marginal fear as something superfluous, unnecessary to man, as something outdated and does not meet today's needs. Ironically, the first «bells» of secular culture began to sound in the late Middle Ages. As anxiety, it can destroy human life on an individual and social level. But in fact fear is necessary and cannot be completely eradicated. One must always balance between security and freedom, moving towards the other as a value. First, the main content of the methodological analysis of fear is one way or another, the metaphysical break of man with society, need or necessity. According to Protestant philosophers, the Fear of God (marginal fear) creates a set of religious and existential barriers that existentially prevent man from sin and evil, and at the same time it is the «beginning of wisdom», «the beginning of love», and even more so unites all believers in one common, consolidating and optimizing Fear. It was then that the accents began to change and in the face of death, man discovered the secret of his individuality. This connection shown by the Epicureans was long removed from the system of collective ideas and re-established in the minds of people only in the late Middle Ages. And since then individualism has influenced today's world. The anxiety of non-existence, which destroys the logocentrism of being and the fear of death as a logical consequence of this anxiety lead to the marginalization of man, his attempts to somehow justify his existence, which results in individual destructive forms such as suicide (when anxiety grows into despair) destructive forms: neo-fascism, extremism, racism (in case of substitution of the Absolute by quasi-absolute). It is clear that in this way a person, in a situation of lonely, alienated existence in the world, distracts himself with surrogates of meaning, avoiding feelings of anxiety.

**Keywords:** fear, marginal, creativity, death, loneliness, alienation, society.

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### 1. Introduction

Cultural and philosophical analysis combines dialectical and synergetic methods in the study of marginal communities in culture as complex, open, dynamic, self-organized, holistic systems, the transformation of which is considered through the dialectical law of mutual transition of quantitative and qualitative changes. The method of extrapolation was used to

identify indicators of the creative content of marginality. The constructive approach found its expression through the description of marginality as a social fact and its three-dimensionality. The use of an introspective approach has led to a vision of the marginal as if from within, the key concept for analysis in this case is «self-identification».

Today there is no general concept of marginality, there is no classification of its types and forms, there is no holistic rational concept, a universal explanatory model. Modern philosophy does not have adequate ways to solve the problem of marginality of the individual and society. The situation is exacerbated by the fact that in the XXI century in eastern Ukraine there is a war and people are on the verge of experiencing a transitional, «interparadigmatic» state: the system of values is collapsing, stereotypes are being broken. In the transition zone, such components of the worldview as God, the state, heroes, meaning, the real world, truth as conformity are deconstructed. There is nothing left but the worldview itself. Rational reality loses its meaning, I become absolute. The question of the anthropologization and ontologization of man in such a situation, the role of cognition as an attribute of the Self, the conditioned universality of the individual and his openness to the world becomes relevant. In our opinion, an epoch of a high level of instability is coming, which actualizes the problem of the stability of the human «I».

## 2. The main text

It is safe to say that the factor of marginality is especially evident with the growth of political and economic instability. This also applies to Ukraine at the turn of the 1990s and early 2000s where as a result of the crisis and reforms, previously stable social structures were destroyed, and the country in a process of transformation found itself in a state of marginal shock.

The aim of the article is to explore the creative and destructive component of socio-cultural, religious marginality, its ontological origins, conceptual contradictions and fundamental worldview aspects.

The marginal reflecting consciousness which has experienced, at least once, the experience of being, one way or another comes to the conclusion that the fullness of being is only a kind of non-being, that being as an eternal escape is not endowed with essence. And what always remains as some necessary environment of consciousness, which cannot be destroyed and which cannot be avoided, is the loneliness of consciousness and anxiety before it. Marginal and metaphysical fear of the curse is an unmotivated, incomprehensible despair that arises from the fear of nothingness.

As soon as consciousness reveals its being as far as it understands it, it becomes hopelessly lonely; as much as it exists, as much as it is lonely. The living, existing consciousness is always a lonely consciousness that feels despair and anxiety before not being because of the sinfulness of human nature.

The marginal fear of the curse lies in human nature. She is metaphysically lonely and is in despair and on the verge. In Heidegger, loneliness and terrible homelessness is the meaning of human existence, its true existence. «The very structure of human consciousness is formed by deep and primordial loneliness.»

According to E. Husserl, loneliness is the main methodological requirement necessary for the implementation of transcendental reduction, which is the only way to comprehend the Ego in the act of removing the whole sensory-empirical world, people and the very overcoming of fear, curse and empirical self. This allows us to discover within consciousness the intersubjectivity of the Self, the ability of consciousness to perform an infinite number of its modes, the so-called transcendental Others. These can be past states of the Self, and memories of them that are experienced now, or the future Self, coexisting as a modification of the Ego.

No one else can share my feelings and thoughts like myself, no one can experience my oneness for me. Each of my experiences is only my own, deeply individual process. In this sense, disunity is an essential condition of our experiences.

Loneliness can be marginally acute or dull, permanent or short-lived, inevitable or highly desirable, but always holistic, absolute, comprehensive and disturbing. I can't be half alone.

A person obsessed with loneliness loses the meaning and value of life. One has nothing to lose its connection with life if one has lost touch with others who were the meaning of this life.

One of the researchers of the phenomenon of loneliness, the existentialist Moustakas in his work «Loneliness and Love» emphasized the difference between «the vanity of loneliness» and «true loneliness.» The first is sporadically experienced by most people, taking it for granted; the second is metaphysical marginal loneliness, which is nothing more than the result of the realization of nothingness, the isolation of hopelessness and powerlessness associated with the understanding that all life connections in the form of interpersonal relationships are weakened and broken. The solitary consciousness perceives itself as homeless and vaguely abandoned, sad. Marginal loneliness forces the consciousness to bow to Nothing.

Loneliness locks the consciousness in a circle, frightens with the threat to break its intentional structure. The consciousness of a marginal person seeks to communicate with other «I» precisely because the presence of another is a mutual condition for the existence of my consciousness. To remove its orientation from the structure of marginal consciousness means to exclude self-consciousness. Anxiety is always strong because of the loss. And the greater the looming threat, the more intense the anxiety and fear are. Marginal loneliness frightens the loss of connection with being; it can be understood by consciousness as completeness, finiteness and doom to extinction. Moreover, «being lonely and isolated from others, one feels the fear of losing one's boundaries, of losing the ability to distinguish between the subjective self and the objective environment.»

It is possible to overcome the fear of the curse by making a breakthrough, which is given only by love, when «Other» ceases to be «Other». «It is not this fear that separates him (man) from other people, but, on the contrary, his original isolation from them, his inability to love them, is the real cause of this fatal isolation – aloofness.»

However, in conditions when the «other» ceases to be «other», the consciousness again experiences the fear of losing its own «I», to dissolve into the «other», which has become «I».

Thus the fear of loneliness reveals one of the paradoxes of the existence of the consciousness of the marginal fear of the curse, which is that every moment of time it functions between two main poles: complete introversion and absolute openness; between the search for individuality, uniqueness. The desire to be oneself affirms the unique integrity of consciousness against the accidental and fleeting, against the universal non-existence of fragmented consciousness. But, having achieved this to some extent, the consciousness is suddenly terrified of absolute loneliness. And it goes back again, falling apart in relation to objective reality and convincing itself that it exists separately, but not alone.

«Fear not only reveals man in his hopeless loneliness, but enlightens man in terms of his demand for being, his ability to question the meaning of being as his own. The marginal fear of loneliness, as a sign of my self, tells me who I am».

In creative actions, marginal loneliness is necessary as a stage of centrifugal movement, as a means of self-knowledge and spiritual condensation of forces, a stage of constant evaluation and reassessment of actions and orientation, continuous value search, balancing on the verge of «change of destiny». In his ruthless psychoanalytically confessional diaries, Franz Kafka exposes the dichotomy of insurmountable, painful, and desirable loneliness.

However, the artist's insurmountable desire for the full realization of creative potential and maximum embodiment breaks the vices of loneliness-evil, which is in collapse. The marginal artist, doubling the world, speaks to it through his objectifications – works, embodying in an individual art form his worldview, thus he doubles himself, dialogue with the world and people. The author is present in the author's language, in the images of the characters, in the reflection of artistic objects, «shining» through the text, as well as when the author goes into the shadows, silently contemplating his characters, coexisting with them in artistic reality.

The artist's duality includes the position of the addressee-reader, the listener, contained in a latent form in the worldview structures of the author's consciousness, as well as the position of the «addressee» (M. Bakhtin), whether Truth, God or other Supreme Meaning. Therefore, Homo Legens, a man who reads, is transported to the worlds born of life experience and artistic imagination of the author, is able to overcome the pressure of psychological loneliness, find support in the values of the author's philosophical and ideological concept and thus throw off the shackles of moral loneliness. At the same time, solitude-good remains necessary, but only if, firstly, there are full-fledged social connections, opportunities for self-development, and, secondly, there is no mental loneliness, but there is an internal psychological harmony of thoughts and feelings. If these conditions are not met, then we see a very clear desire to hide from the cruel, soulless social reality in the vast art worlds, almost innumerable in the long history of human civilization, containing hundreds of artistic experiments. Of course, one should not rely only on art as a panacea for marginal loneliness. M. Bakhtin warned against the «temptation of aesthetics», convincing due to the proximity of aesthetic existence to real life (greater proximity than in the theoretical world). In aesthetic life, you can only play a role in the mask of a double and a marginal. However, the doubling of the artist and the perceiver of the subject, the identification of the author with the reader, the viewer, the coincidence of the recipient's vision with the author's view, but only in the general main direction, the establishment of hidden, wordless dialogue between author and addressee combating loneliness-evil («bad loneliness») through loneliness-good, full doubling.

### 3. Conclusion

Thus, in cult worship, surrogate games, in creativity, clamped in the grip of alienation, the illusory psychological – and sometimes psychopathological – double is in the structures of consciousness of some pseudo-self subject and suppresses or displaces its activity to reality with its laws pathological deformed consciousness, distorting the true outlines of social reality. Hopeless loneliness seizes a person with a loss of hope – a bridge between the dim, sad present and the future, which contains the changed conditions in which a person is included in the image of an inner double – a psychological agent. And then full-fledged social ties are thinned, values are dimmed, and the inner self-portrait is detached from the subjective psychological structure in order to become a foreign role, a canon that is stuck tightly.

Only collective and individual Homo Faber can successfully resist multifaceted negative marginal loneliness, focused not so much on creating products of activity – objectification, capable of becoming fetishes hostile to people in a social bifurcation, but on creating interpersonal connections, communication, harmonious relationships. In the dichotomy I-Other communication is delineated by the phenomenological topics of individuals, lonely, by their very existence beings. I realize myself and become myself only by knowing my essence through, with the help, and, most importantly, for the Other – another «center» of unity. Regardless of the reason for the transition from one group to another, the marginal is in an intermediate status.

He begins to doubt his value and significance, avoids new contacts because he is afraid of being rejected, not accepted. Predicts that he will fail in any endeavor. Fear of humiliation, shyness against the background of the loss of previous relationships leads to loneliness and isolation. The person delves into himself. The feeling of unfair treatment of the person sharpens that leads to negative perception of others and direct aggression.

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